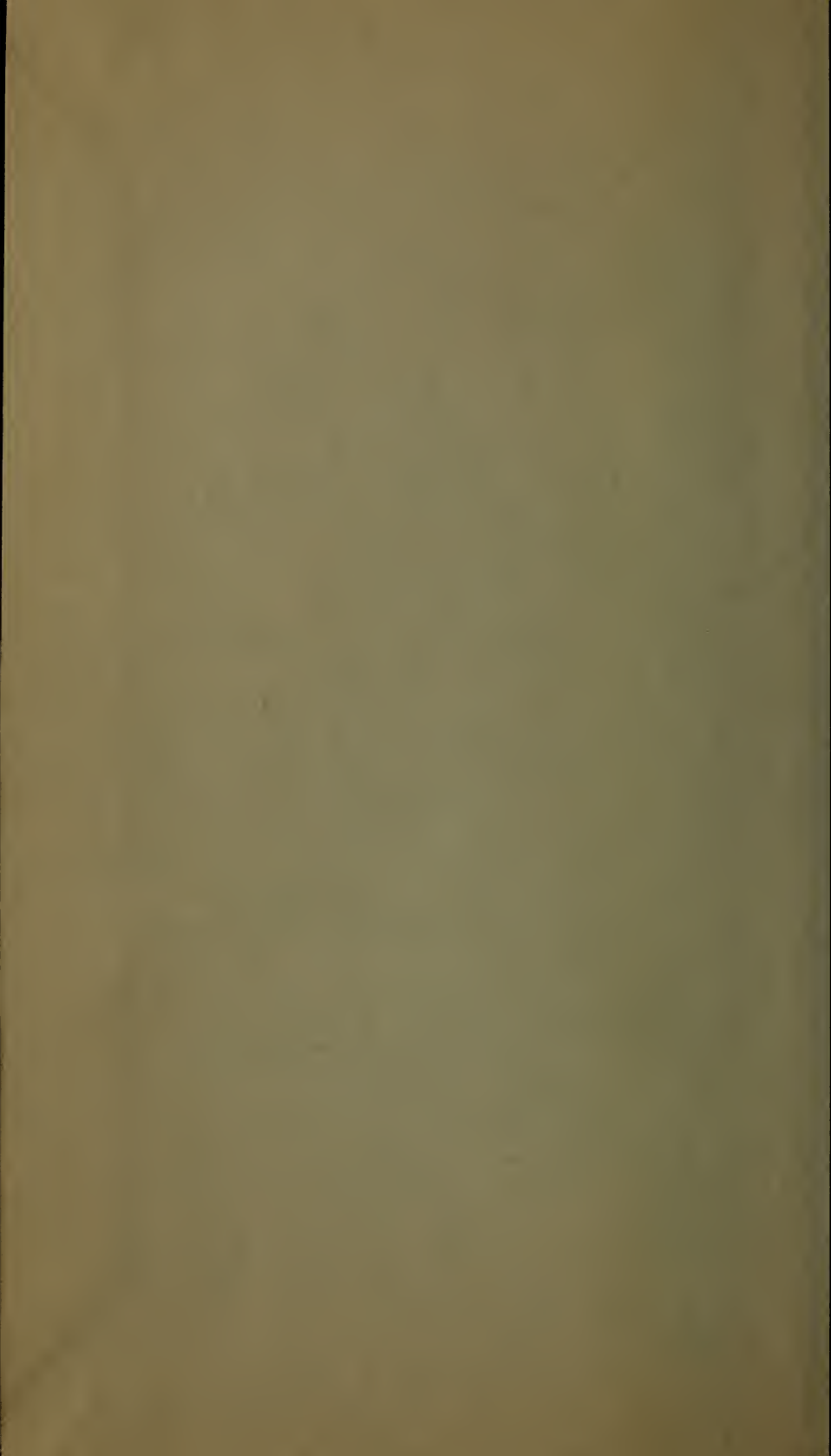






IMPROVED EDITION.

447 ANALYSIS

OF THE

ENGLISH SENTENCE,

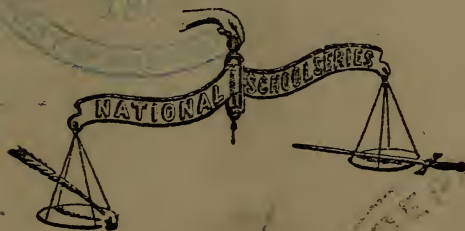
DESIGNED FOR ADVANCED CLASSES

IN

ENGLISH GRAMMAR.

Dorinda Strong
BY A. S. WELCH, A. M.

PRINCIPAL OF MICHIGAN STATE NORMAL SCHOOL.



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PREFACE.

THIS treatise, designed for advanced classes in English Grammar, is given to the public with the hope that it may contribute somewhat to the philosophical study of our language. A systematic analysis of the English Sentence, should hold a prominent rank, merely as an important means of mental development. In this respect no branch of study has been regarded so dry and sterile. A few years ago the attainments of most teachers in grammar were, to the last degree, superficial, and their instructions systematically wrong. The student of Kirkham supposed that his order of parsing exhausted the subject, and the disciple of Murray knew far more of rules than relations. English Grammar became distasteful and repulsive, because

it furnished no genuine mental aliment. A hard nomenclature and a host of numbered rules were obstacles which very few fairly surmounted, and young pupils turned with disgust, from verbal recitations which gave exercise to the memory only.

But we are happy in the fact that this state of things is gradually changing. Led by eminent grammarians, teachers are beginning to give less attention to old formulas, and more to the philosophy of language; and the day cannot be far off when a thorough knowledge of the structure of the English Sentence, can be gained from English grammars.

If the following system shall aid, in any degree, so important a reform, its object will be accomplished. Its principal aim is to remedy the defects of the old grammars, by a more simple and just classification. Accordingly, we have changed the old nomenclature wherever it was inadequate or meaningless; yet no innovations have been made without the most serious and urgent reasons.

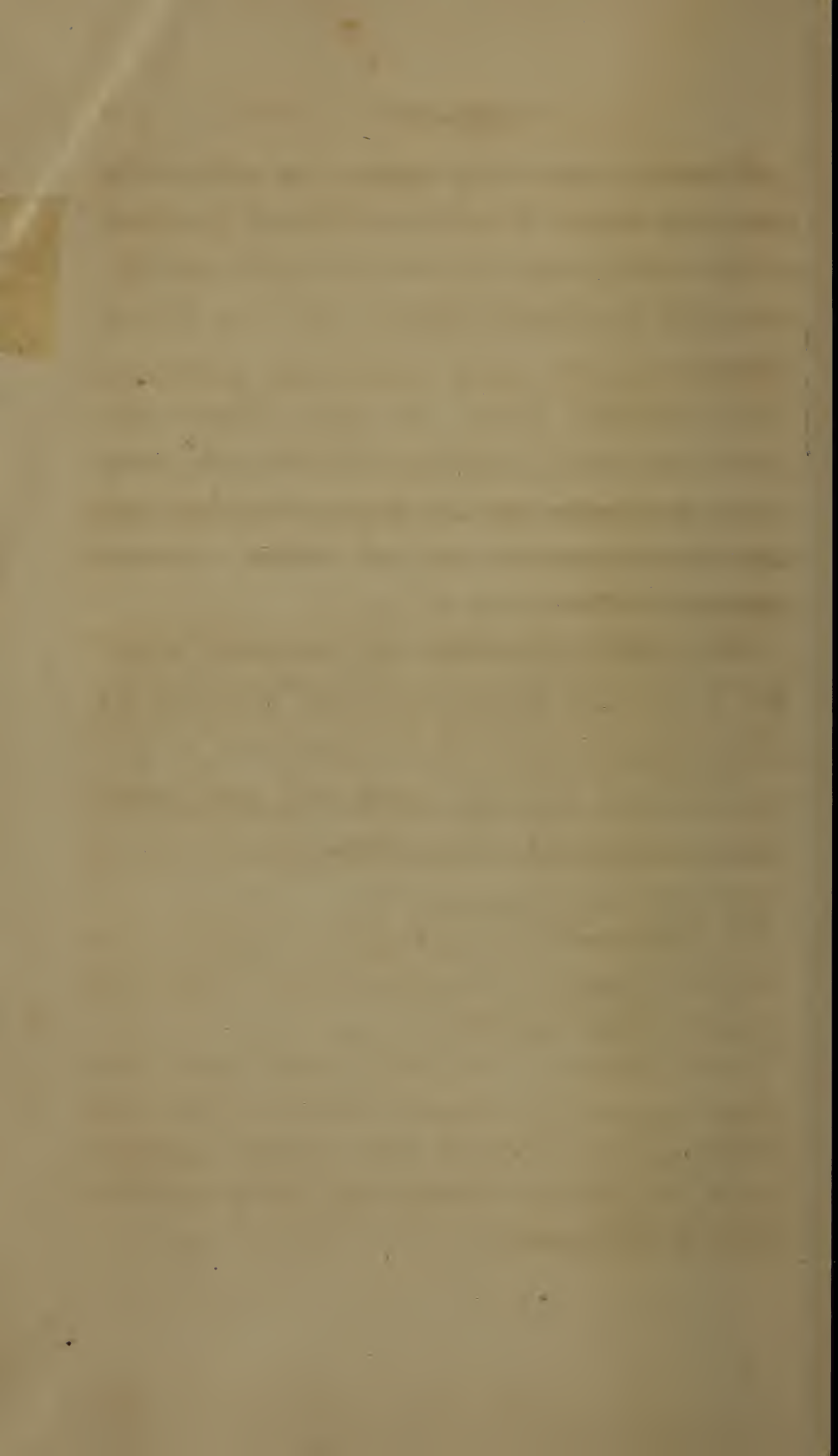
In completing our task, we have been influenced neither by a love of novelty on the one hand, nor on the other, by a foolish attachment to time-honored errors.

Whatever is new in our system, has received the unanimous sanction of numerous Teachers' Institutes, and the entire system has been thoroughly tested by teaching it to advanced classes in the State Normal School.

It is earnestly hoped that every Teacher who peruses this work, will desire to find the truth, rather than a confirmation of his own peculiar views, and that he will condemn no *part* without a careful examination of the *whole*.

We gratefully acknowledge our obligations to Mr. Sill, of the State Normal School, for important aid in preparing the work for the press, and we give our thanks to numerous friends who have kindly expressed an interest in its publication.

MICHIGAN STATE NORMAL SCHOOL, }
YPSILANTI.



PREFACE TO THE REVISED EDITION.

IN the present Revised Edition, will be found important changes, to which I earnestly invite the teacher's attention.

The article on Synthesis, which occupied the first pages of the old edition has disappeared, and a chapter of rigid definitions comprising the subject matter of English Grammar, supplies its place. This chapter will enable the student to take a cursory review of all the grammatical elements before entering upon the study of advanced Analysis.

In the disposal of Interrogative Pronouns, I have adopted a classification which is more simple and just than the former one.

In the treatment of the Verb, while I have endeavored to present a systematic analysis of its actual attributes, I have rejected many so-called properties which are exhibited in text-books, but are not to be found in the language.

In making these important changes, I have been guided by the views of eminent teachers who have submitted my system of Analysis to the test of recitation, and I confidently believe that, in its new form, it will find increased favor.

I have derived great advantage in the work of revision from the aid and experience of Mr. J. M. B. Sill, who has, for several years, used the work as a text-book for his advanced classes in the Michigan Normal School. The new order adopted in the arrangement of subdivisions as well as other important improvements, must be accredited to him. In truth, the whole revision is the product of our united labor, and every change has received our joint approbation.

A. S. WELSH.

MICHIGAN NORMAL SCHOOL, }
March, 1862. }

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ANALYSIS

OF

THE ENGLISH SENTENCE.

CHAPTER I.

DEFINITIONS.

NOUNS.

1. A NOUN is a word used as a name.
2. Nouns are either *singular* or *plural*.
3. A singular noun is the name of a single thing or class of things ; as, Thomas, man, horse.
4. A plural noun is the name of more than one thing or class of things ; as, men, horses, &c.
5. Collective nouns are those which, in the singular number, denote several objects ; as, multitude, army, mob, crowd.

NOTE.—All collective nouns are in the neuter gender.

6. A verbal noun is a participle or an infinitive used as the name of the act or state which its verb expresses.

EXAMPLES.—1. *Skating* is a pleasant amusement.

2. I regret *leaving* you.

3. In the *beginning* God created the heaven and the earth.

4. He is skillful in *fencing*.

5. *To die* for one's country is glorious.

6. His occupation was *plowing*.

7. We attempted *to escape*.

8. What came ye forth for *to see*?

7. Grammatically, nouns have four genders, viz., the *masculine*, the *feminine*, the *common*, and the *neuter*.

8. Nouns which are names of males, are in the masculine gender.

9. Nouns which are names of females, are in the feminine gender.

10. Nouns which are names of objects having no sex, are in the neuter gender.

11. Nouns which apply to objects of both sexes, are in the common gender.

12. Nouns have three persons, viz., *first*, *second*, and *third*.

13. When a noun is the name of the person speaking, it is in the *first person*; as, "And I, John, saw these things, and heard them."

14. When a noun is the name of the person addressed, it is in the *second person*; as, "Friends, Romans, Countrymen, lend me your ears."

15. When a noun is the name of the person spoken of, it is in the *third person*.

16. Nouns have seven grammatical offices.

1. Subject of a sentence: as, The *time* has arrived.
2. Object of a transitive verb: as, We have conquered the *enemy*.
3. Complement of a neuter verb: as, These are *sailors*.
4. Essential element of a phrase: as, By the *river*, &c.
5. Subject of an infinitive: as, He expected the *soldiers* to retreat.
6. Adnominal word: as, *Aaron's* rod; William the *Conqueror*.
7. Independent word: as, "Oh, the dark and dreary *winter*."

PRONOUNS.

17. Pronouns are words used instead of nouns.

18. Pronouns are of four classes, viz., *personal*, *relative*, *interrogative*, and *adjective*.

19. A personal pronoun is one whose form indicates its person, and usually also its number and office in the sentence.

20. Personal pronouns are of three classes, viz., *pure*, *intensive*, and *double*.

21. The pure personal pronouns are *I*, *thou*, *you*, *he*, *she*, and *it*, with their variations.

22. Intensive personal pronouns are those which are generally used to express greater emphasis: they are *myself*, *thyself*, *yourself*, *himself*, *herself*, and *itself*, and their plurals.

EXAMPLES.—1. They *themselves* deceived us.

2. James and *myself* were witnesses of the act.

NOTE.—These pronouns also perform the office of *reciprocals*, but

in such cases do not differ sufficiently from the true intensives to demand a separate classification.

EXAMPLES OF THIS USE.—1. I hurt *myself*.

2. They walked by *themselves*.

23. A double personal pronoun is one which is simple in form but double in use, representing both the possessor and the thing possessed: they are *mine*, *thine*, *his*, *hers*, *its*, and their plurals.

EXAMPLES.—1. *Yours* is a difficult task.

2. He praised your actions but condemned *mine*.

RELATIVE PRONOUNS.

24. A *Relative pronoun* is one which connects a sentence to the word for which it stands; as, "The stone *which* the builders rejected," &c.

25. Relative pronouns are of two kinds, viz., *pure* and *compound*. The pure relatives are *who*, *which*, *that*, and sometimes *as* and *than*.

26. A *Compound relative pronoun* is simple in form but compound in office, including both the antecedent and the relative. They are *whoever*, *whosoever*, *what*, *whatever*, and *whatsoever*.

EXAMPLES.—1. I will give my vote for *whatever* my country's needs demand.

2. *Whatever* troubles you troubles me.

3. I will do *whatever* you require.

INTERROGATIVE PRONOUNS.

27. When either of the pronouns, *who*, *which*, or *what*, is used to introduce a question or a sentence which is the object of a transitive verb, it is an *interrogative pronoun*.

EXAMPLES.—1. *Who* can understand you?

2. We discovered *who* planned the enterprise.

3. *What* annoys you?

ADJECTIVE PRONOUNS.

28. An adjective used without its noun and standing for it, is called an *adjective pronoun*.

EXAMPLES.—1. *These* are curious stories.

2. *Some* believed and *some* doubted.

3. The *good* will be rewarded.

ADNOMINAL WORDS.

29. Any word, whether *adjective*, *participle*, *noun*, or *pronoun*, used to limit a noun or pronoun, is an *adnominal word*.

30. An adjective is a word whose sole use is to limit the meaning of a noun or pronoun.

EXAMPLES.—1. *Many* Indians were present.

2. *Abundant* harvests have enriched us.

3. *What* troubles distress you?

31. A *participle* is an *adnominal word* when it limits a noun or pronoun.

EXAMPLES.—1. The hunters *returning* from the chase, were lost in the forest.

2. We *having warned* you well, acquit ourselves of blame.

NOTE.—The participle is a word derived from a verb and partaking its nature. It has two offices: it may be a verbal noun (*see* 6), or an adnominal word, as above.

32. Nouns may become adnominal words in three ways: by *possession*, by *apposition*, and by *specification*.

EXAMPLES.—1. *William's* hat.

2. Paul the *Apostle*.

3. *President* Lincoln.

4. *John* Milton.

5. A *gold* dollar.

33. Pronouns may be adnominal words in two ways: by *possession*, as, *my* coat, and by *apposition*, as,

“And the Old Man of the Mountains,
He, the Manitou of Mountains,
 Opened wide his rocky doorways”—

VERBS.

34. A verb is a word used to *assert*, *command*, *question*, or *assume*: to assert, as, The snow *falls*; to command, as, “*Return* to thy dwelling, all lonely, return;” to question, as, “*Lives* there a man,” &c.? to assume, as, If he *questions* me, I will answer.

Verbs have *person*, *number*, and *tense*.

35. Person and number in the verb is a change of

form to agree with the person and number of its subject.

NOTE.—Person and number is a modification which, in the English verb, is exceedingly limited, occurring only in the present tense, third person, and singular number; except in the verb *to be*.

EXAMPLES.—I have.	I strike.
You have.	You strike.
He <i>has</i> .	He strikes.

Tense is a change in the form of the verb to denote the time or time and state of that which the verb expresses.

EXAMPLES.—	TIME.	STATE.
I	walked.	
We	ran.	
They	listen.	
I	had	walked.
We	had	run.
They	have	listened.

NOTE.—For MODE, see *Verb*.

CONNECTIVES.

36. Connectives are words that unite the elements of language.

37. There are two kinds of connectives, viz., *co-ordinate* and *secondary*.

38. A co-ordinate connective joins two or more elements in the same grammatical relation.

EXAMPLES.—1. He can *read* AND *write*.

2. They ran *rapidly* AND *with ease*.

39. A secondary connective joins an adjunctive phrase or sentence to the word limited.

EXAMPLES.—1. He came *after* you returned.

2. He came *after* dinner.

INDEPENDENT WORDS.

40. Words having no grammatical relation to other words, are *independent words*.

41. They are of three kinds: *nouns* independent by address or exclamation, *interjections*, and *euphonic words*.

42. Examples of nouns independent by address:

“ *Child* amid the flowers at play,
While the red light fades away;
Mother, with thine earnest eye,
Ever following silently—
* * * * *
Lift the heart and bend the knee.”

43. Examples of nouns independent by exclamation:

The *graves* of our fathers, are they not forsaken?
“ Oh, the *wasting* of the famine,
Oh, the *blasting* of the fever.”

44. Examples of interjections:

“ *Alas*, my noble boy that thou shouldst die.”
“ Charge, Chester, charge; *on*, Stanley, *on* !”

45. Examples of euphonic words:

“ *There* was a man, a Roman soldier.”
“ *There* is no union here of hearts,
That finds not here an end.”

CHAPTER II.

GRAMMATICAL ELEMENTS.

1. A Grammatical Element is *a word or group of words* which performs a distinct office in language.

2. The English Language has three Elements: the *word*, the *phrase*, and the *sentence*.

WORDS.

3. A Word is an *articulate sound* or a *combination of articulate sounds* represented by letters and forming the simplest grammatical element.

4. Words have nine grammatical offices:

I. SUBJECT *of a sentence*.

The *subject of a sentence* is that concerning which the verb expresses something; as, *Winter comes*.

II. VERB.

A *verb* is a word that asserts, commands, questions, or assumes; as, *I walk; Depart! Does he? They heard me when I spoke*.

III. OBJECT *of a transitive verb or participle*.

The *object of a transitive verb or participle* is the element required to complete its meaning; as, *We found the thieves. Entering the house*.

IV. COMPLEMENT *of a neuter verb.*

NOTE.—The *complement* of a verb is any element *necessary* to complete its sense.

The *complement of a neuter verb* is an adjunct of the subject necessary to complete the sense of the verb; as, The man was *angry*; The people were *frightened*.

V. ESSENTIAL ELEMENT *of a phrase.*

A word is the *essential element of a phrase* when it is joined by a secondary connective to another word for the purpose of limiting it; as, By the *river* we sat; I heard *of* HIM; A man *of* BUSINESS.

VI. ADNOMINAL WORD.

An *adnominal word* is one which limits a noun or pronoun; as, A *beautiful* angel; The sun *setting* in the west.

VII. ADVERBIAL WORD.

An *adverbial word* is one that limits a verb, participle, adjective, or adverb.

VIII. CONNECTIVE.

A *connective* is a word which joins the elements of language; as, I will read the book *when* he returns it; The man was standing *by* the boat.

IX. INDEPENDENT WORDS.

An *independent word* is one that has no *grammatical* relations to other words.

PHRASES.

5. A *Phrase* is an element composed of a *noun* or *pronoun* and its *connective*, and generally used to limit a word.

NOTE.—When the verb infinitive or participle becomes the essential element of a phrase, it is a *verbal noun*.

6. Phrases are *adnominal* or *adverbial*.

7. A Phrase which limits a *noun* or *pronoun*, is called an *adnominal phrase*.

EXAMPLES.—Men of rank.
Girls at home.
Who of you.
One with them.

8. A Phrase limiting a *verb*, *adjective*, *participle*, or *adverbial word*, is called an *adverbial phrase*.

EXAMPLES.—Come with me.
We took him on trust.
Clinging to life.
Dead in sin.

THE SENTENCE.

9. A Sentence is a group of elements expressing a thought. It consists of either two or three elements, the number depending on the nature of the verb.

10. Sentences are *transitive*, *intransitive*, or *neuter*.

11. A transitive sentence is one whose verb requires a complement which is its object.

EXAMPLES.—*God created man.*

The farmer ploughs his fields.

12. An intransitive sentence is one whose verb requires no complement.

EXAMPLES.—*Trees grow.*—*Clouds fly.*—*We live.*

13. A neuter sentence is one whose verb requires a complement which is an adjunct of its subject.

EXAMPLES.—*William is studious.*—*The stranger was dying.*

NOTE.—The Predicate is *that which is affirmed of the subject*. In the transitive sentence, it is made up of the *verb* and its *object* : in the intransitive sentence, it is merely the *verb* : in the neuter sentence, it includes the *verb* and an *adjunct of the subject*. The verb of the neuter sentence is, usually, some variation of the neuter verb *to be*. Careful distinction should however be made between the neuter verb *to be* and the neuter sentence, as the latter may contain any verb whose sense is completed by an *adjunct of the subject*.

EXAMPLE.—*William seems studious.*

NOTE.—The verb *to be* is sometimes intransitive, denoting *existence* simply.

EXAMPLE.—*God is.*

14. Sentences are either *independent* or *dependent*.

15. An independent sentence is one *which makes complete sense in itself*.

EXAMPLES.—*Homer wrote the Iliad.*

Cæsar subdued Gaul.

Go thou.

The sense of these sentences is complete as they stand.

16. A dependent sentence is *one that does not make sense in itself* but depends upon the word which it limits.

EXAMPLES.—Printing was unknown *when Homer wrote the Iliad*.
The sentence, *Homer wrote the Iliad*, is rendered dependent by the word *when*, which connects it to *unknown*.

If I go.

Though he falls.

Unless they perform their promise.

17. Dependent sentences are *nominal, adnominal, or adverbial*.

18. A dependent sentence is *nominal* when used as the subject of a sentence, the object of a transitive verb or participle, or the essential element of a phrase.

EXAMPLES.—*That you have wronged me* doth appear in this.
A messenger came saying *that the army was defeated*.
I say *that you are mistaken*.
He wronged me *in that he slandered me*.

19. A dependent sentence is *adnominal* when employed to limit a noun or pronoun.

EXAMPLES.—He *who runs* may read. *Who runs* is used to limit the pronoun *he*; it is, therefore, a dependent adnominal sentence.
The fact *that a theft was committed*, was evident.

20. A dependent sentence is *adverbial* when employed to limit a verb, a participle, an adjective, or an adverb.

EXAMPLES.—Rise *when the day dawns*.

There *where all are free*.

Fierce *as a tiger* (verb suppressed).

He appeared fighting *where his enemies were thickest*.

CONNECTIVES.

21. Connectives are words *which unite the elements of language*.

22. Connectives are either *co-ordinate* or *secondary*.

23. A co-ordinate connective unites elements in the same grammatical relation.

24. A co-ordinate connective may connect *two or more words which are subjects of the same sentence*.

EXAMPLES.—*Men, women, AND children* trudged on together.

The *father AND the son* are alike guilty.

NOTE.—When a co-ordinate connective unites more than two elements it usually stands between the last two.

25. A co-ordinate connective may connect *two or more dependent nominal sentences which are subjects of the same sentence*.

EXAMPLES.—How he broke his chain, *and why he pursued me*, are difficult questions to answer.

That you were angry *and that he was unreasonable*, appeared from the testimony.

26. A co-ordinate connective may connect *two or more verbs having the same subject*.

EXAMPLES.—The noble animal *reared, sprang forward, AND cleared* the ditch.

The Athlete will *fight, box, OR wrestle*.

27. A co-ordinate connective may unite *two or more words which are objects of the same verb.*

EXAMPLES.—God created the *Heaven* AND the *Earth*.

I have forsaken *friends, kindred, AND country.*

28. A co-ordinate connective may connect *two or more nominal sentences which are objects of a transitive verb or participle.*

EXAMPLES.—William knew *that the crown must ultimately descend to him, AND that he should receive it unimpaired.*

A messenger came saying *that the chief was dead AND that his wife was distracted with grief.*

I do not know *whence he comes NOR where he dwells.*

29. A co-ordinate connective may connect *two or more adnomial words limiting the same noun or pronoun.*

EXAMPLES.—A man *pious AND plain.*

Wearied BUT not disheartened we followed the guide.

He died *exiled, deserted, AND disgraced.*

A soldier *listed* in Messiah's band *YET giving* quarter to Abaddon's troops.

Gentle YET not dull.

Hear what they were, the progeny of Sin, *alike AND oft combined BUT differing* much in mode of giving pain.

30. A co-ordinate connective may connect *two or more adnomial phrases limiting the same noun or pronoun.*

EXAMPLES.—Do you choose enmity *with God OR with man?*

The power of *truth AND of eloquence* is irresistible.

31. A co-ordinate connective may connect *two or*

more dependent adnominal sentences limiting the same noun or pronoun.

EXAMPLES.—He reported the news *that the ship was lost* AND *that all the passengers were drowned*.

The room *where he wrote* AND *where he received his friends*.

32. A co-ordinate connective may connect *two or more adverbial words*.

EXAMPLES.—*Slowly* AND *sadly* we laid him down.

They have done this not *hastily*, NOR *rashly*, NOR *unadvisedly*.

They fought like brave men *long* AND *well*.

33. A co-ordinate connective often connects *two or more adverbial phrases in the same construction*.

EXAMPLES.—Her sister plants *in their own clime*, around the stream AND *by the fount*, bore fruit of perfect relish.

At this same hour AND *on this spot*, ten years ago, I addressed you.

With radiant glory AND *with honor* crowned.

34. A co-ordinate connective may connect *two or more dependent adverbial sentences limiting the same word*.

EXAMPLES.—Come *when the blessed seals that close the pestilence are broke* AND *crowded cities wail its stroke*.

Let us strive to live as *God directs* AND *conscience dictates*.

35. A co-ordinate connective may connect *two or more independent sentences*.

EXAMPLES.—Thus *said* the *father*, AND the *son* beloved *arose* resplendent with divinity.

The *Queen* smiled BUT the *King* frowned.

Shaftsbury argued for the bill, *Halifax* chiefly conducted the debate against it, AND his *speeches* showed great capacity.

SECONDARY CONNECTIVES.

36. A *Secondary Connective* is a word which unites a *phrase* or a *dependent sentence* to the word limited.

EXAMPLES.—A man OF *honor*.

He WHO *perseveres*.

The bandit approached the place WHERE *we* stood.

37. A secondary connective may connect an *adnominal phrase* to the noun or pronoun which it limits.

EXAMPLES.—The field OF *blood*.

A judge IN *court*.

An agreement IN *writing*.

A wish FOR *improvement*.

A desire FOR *success*.

38. A secondary connective may connect an *adnominal sentence* to the noun or pronoun which it limits.

EXAMPLES.—A rumor THAT *all was lost*, came to our ears.

The fact THAT our *guide was a scoundrel*, was at last proved.

“The captive prophet WHOM *Jehovah* gave

The future *years*, described it best.”

A plain slab marks the spot WHERE *he* sleeps.

“Knowest thou the land WHERE the *cypress* and *myrtle* Are emblems of deeds THAT are done in their clime.”

39. A secondary connective may connect an *adverbial phrase* to the word which it limits.

EXAMPLES.—The earth abounded much in silent *waste*.
A seraph kneeled beseeching FOR his *ward*.
Good FOR *nothing*.
Conflicting AGAINST *itself*.
By his own *hand* he fell.
Striving FOR the *mastery*.

40. A secondary connective may unite a *dependent adverbial sentence to the word which it limits*.

EXAMPLES.—AFTER the *storm had ceased* we found the shore.
WHEN *youth complained* the ancient sinner shook his
hoary head.
It shall be done, FOR the *mouth* of God *hath spoken it*.
The fruit was so delicious THAT *it melted* in the mouth.

41. A secondary connective may connect a *nominal sentence to a transitive verb or participle of which it is the object*.

EXAMPLES.—Peter denied THAT *he knew his Lord*.
The old man predicted WHEN *it would rain*.
The broken-hearted sufferer desired THAT *he might die*.
He did not understand WHY *I did it*.

All sentences are	{	Independent	{	Transitive, Intransitive or Neuter.	
		or	{	Transitive,	{ Nominal, Adnominal or Adverbial.
	{	Dependent.	{	Intransitive	{ Nominal, Adnominal or Adverbial.
				or	{ Nominal, Adnominal or Adverbial.
			{	Neuter.	{

ESSENTIAL ELEMENTS OF THE ENGLISH SENTENCE.

Transitive.		Intransitive.		Neuter.	
Subject.	{ Word, Sentence.	Subject.	{ Word, Sentence.	Subject.	{ Word, Sentence.
Verb.	Word.	Verb.	Word.	Verb.	Word.
Object.	{ Word, Sentence.			Comple- ment.	{ Word, Phrase, Sentence.

Adjuncts may be classified as	{	Words,	{	Adnominal or Adverbial.	{	When limiting a <i>noun</i> or <i>pronoun</i> .
			{		{	When limiting a <i>verb</i> , <i>adjective</i> , <i>participle</i> , or <i>adverb</i> .
	{	Phrases, and	{	Adnominal or Adverbial.	{	When limiting a <i>noun</i> or <i>pro- noun</i> .
			{		{	When limiting a <i>verb</i> , <i>parti- ciple</i> , <i>adjective</i> , or <i>adverb</i> .
	{	Sentences.	{	Adnominal or Adverbial	{	When limiting a <i>noun</i> or <i>pro- noun</i> .
					{	When limiting a <i>verb</i> , <i>parti- ciple</i> , <i>adjective</i> , or <i>adverb</i> .

42. SYNOPSIS OF THE ANALYSIS OF THE ENGLISH SENTENCE.

ESSENTIAL PARTS.

ESSENTIAL PARTS.	Subject.	Word.	Noun.	{ Any noun. Collective. Verbal.	{ Infinitive. Participial.					
		Pronoun.	{ Personal. Relative. Interrogative. Adjective.	{ Pure. Intensive. Double. Pure. Compound.						
	Sentence.	{ Independent. Dependent.								
	Verb.	{ Intransitive. Transitive. Neuter.	Noun.	{ Any Noun. Collective. Verbal.	{ Infinitive. Participial.					
	Object.	Single.	Word.	{ Personal. Relative. Interrog. Adjective.	{ Pure. Intensive. Double. Pure. Compound.					
		Sentence	{ Independent. Dependent.							
	Double.	{ Direct and indirect. A noun and its adjunct in apposition. A noun and an adnom. word. An infinitive with its sub.								
	Complement.	Nominal.	Word.	{ Any Noun. Collective. Verbal.	{ Infinitive. Participial.					
			Pronoun.	{ Personal. Relative. Interrog. Adjective.	{ Pure. Intensive. Double. Pure. Compound.					
		Sentence.	{ Independent. Dependent.							
	Adnominal.	Word.	{ Adjective. Participle.							
			Phrase.							

CHAPTER III.

THE SUBJECT.

1. The *Subject* of a sentence is that element of which something is expressed by the verb.

In the example,

“Before Granada’s fated walls the Spanish *army* lay,”

army is the word of which something is expressed, and *lay* is the word that expresses it.

2. The subject may be a *word*, or a *sentence*.

EXAMPLES.—The *Creator* loves his creatures.

Go thou and do likewise.

That James was a tyrant, appears from his acts.

3. Any element used as the subject of a sentence is called *nominal*.

4. A nominal word used as the subject of a sentence, may be a *noun* or a *pronoun*.

5. One or more nouns may be used as the subject of a sentence.

EXAMPLES.—The *vessel* cleaves the wave.

The *night* and the *storm* are upon us.

6. The subject of a sentence may be a collective noun; as, The *crowd* gathers around the hero. The *multitude* filled the streets.

7. The subject of a sentence may be a verbal noun. (See Chapter I, 6.)

EXAMPLES.—

I. INFINITIVES :

1. *To accomplish* great deeds was his aim.
2. *To glorify* God and *to bless* humanity are the worthiest objects of life.

II. PARTICIPIAL NOUNS :

1. *Skating* is a pleasant amusement.
2. *Writing* is serious labor.
3. *Building* castles in the air is unprofitable.
4. *My being* absent delayed the recitation.

8. It must be remembered that the participial noun retains the nature of the verb quite as fully as the ordinary participle. Therefore it may be *intransitive*, *transitive*, or *neuter*. When transitive it will take an object, when neuter, a complement. In example No. 4, above, *building* is the subject of the sentence, and as it is transitive, takes for its object the noun *castles*. In No. 4, above, *being* is the subject of *delayed* and *absent* is its complement.

NOTE (a).—In treating of the properties of the noun or pronoun the word *case* is superfluous. It adds to the nomenclature of grammar without giving any aid in studying the construction of the language. *Case* is a relation indicated by a change in the *termination* or *form* of a noun or pronoun. Now, in English, the noun has no change of termination except to show the possessive relation. But the apostrophe (') or the apostrophic ('s,) which indicates the relation of ownership, renders the *noun possessive the adjunct of the noun possessed*. We have, therefore, classed it with the adjuncts of the noun and pronoun. The words *subject* and *object*, &c. (See Offices of Nouns), fully express the various relations of nouns in our language.

9. The subject does not always stand before the verb. Frequently the usual order is inverted for *poetic measure, euphony, or vivacity*.

EXAMPLES.—All golden *is* the *plain* with wheat.

“When like a crag down Apennine

Rushed Auster through the fray.”

PRONOUN AS SUBJECT.

10. The *subject* may be a PRONOUN, *personal, relative, interrogative, or adjective*.

EXAMPLES.—*I* write.

The stone *which* was torn from the mountain.

Many obeyed the command.

THE PERSONAL PRONOUN AS SUBJECT.

11. The *Personal* pronoun is called *personal* because its form is varied to indicate the *person* of the noun for which it stands. If, for example, the noun represented is the *person speaking*, the pronoun *I* will not only stand for it, but will also indicate that it is the *first person*. So, *thou* and *you, thine, &c.*, invariably stand for the names of the *persons addressed*, thus indicating that the nouns represented are in the *second person*.

Personal pronouns are of three kinds, viz., *pure, intensive, and double*.

PURE PERSONAL PRONOUNS.

They are *I, thou, you, he, she* and *it*.

12. The pronouns *thou* and *you* represent nouns in both genders. No change in the form of the word is necessary to show distinction of sex, since the objects are present and supposed to be known; but the objects represented by the pronouns of the *third person*, are for the most part absent; hence the necessity that these pronouns should show not only the person of the noun but also its gender. From this necessity have arisen the forms *he*, *she*, and *it*.

13. In other respects the personal pronoun is very convenient on account of its flexibility. The forms, *I*, *thou*, *he*, *she*, *it*, *him*, *her*, &c., represent nouns in the singular number; but if the noun represented be plural, we have the forms, *we*, *you*, *they*, *them*. If the pronoun becomes the subject of a sentence, we use one of the forms, *I*, *thou*, *he*, *she*, *it*, if singular; and *we*, *ye* or *you*, *they*, if plural. But if the pronoun becomes the object, we have one of the forms, *me*, *thee* or *you*, *him*, *her*, *it*, if singular; and *us*, *them*, if plural.

14. The personal pronoun, then, may show four properties by its variations, viz.—person, number, gender, and its relation to other words in the sentence. Its variations to show change of relation are called *forms*.*

* On account of the various abuses of the word *CASE*, it has been deemed best to employ the word *form* instead, while treating of the properties of pronouns.

15. FORMS OF THE PERSONAL PRONOUN AS SUBJECT.

	First Person. Masc. or Fem.	Second Person. Masc. or Fem.	Third Person. Masc. Fem. Neut.		
<i>Singular.</i>	I.	Thou or You.	He.	She.	It.
<i>Plural.</i>	We.	You or Ye.	They.	They.	They.

EXAMPLES.—*I* shall walk.

We are fatigued.

Thou art holy.

Ye are sinful.

You can succeed.

You will all perish.

She excels in music.

It is falling.

They are ripe.

PECULIAR USES OF PERSONAL PRONOUNS.

16. Pronouns of the *first* and *second* person generally stand for a noun suppressed.

17. *Thou* and its variations are obsolete except in poetry and solemn style.

18. *You* is not changed in form to express gender or number.

19. *They* is the common plural for *he*, *she*, and *it*, and may, consequently, stand for a noun plural of the masculine, feminine, or neuter gender.

20. Neuter nouns in the singular are always represented by the pronoun *it*. But the word *it* is not always a neuter pronoun. This little word performs many distinct offices in the language, as shown by the following examples.

OFFICES OF *IT*.

21. (a.) *It* may stand for nouns in any gender.

EXAMPLES.—*It* was a man.

It was the ladies.

(b.) *It* may stand for nouns in either number.

It was the old warrior.

(c.) *It* stands for *warrior*, a noun, third person, singular number.

It was the Indians.

(d.) *It* represents *Indians*, a noun, third person, plural number.

22. *It* may represent any one of the personal pronouns, or nouns of any gender, and number.

EXAMPLES.—Who is *it*?

It was she.

It is they.

Was *it* the soldiers?

I did not say *it* was you.

It is I.

In all these cases, *it* is singular in form.

23. *It* may also be the subject of verbs which indicate the operations of nature.

EXAMPLES.—*It* rains.

It snows.

It lightens.

It thunders.

24. Since the pronoun *it* in these sentences stands

for no determinate word, it may be called an *indeterminate pronoun*.

25. *It* is often used as an expletive word, as :
 "They lorded *it* over God's heritage."

26. Often the noun represented by *it* is some general word.

EXAMPLES.—*It* is cold—*i. e.*, the weather.

I did not suppose that *it* would turn out thus—*i. e.*, the affair.

IT, as the local subject representing one or more VERBAL NOUNS.

27. *It* is often the *local subject* of a sentence when it represents one or more verbal nouns which follow the verb and constitute its *true subject*.

It is joy TO MUSE the page.

(a.) *It* is here the *local subject* standing for the verbal noun, *to muse*, which is the *true subject*.

This is a work which IT is beyond the power of man TO PERFORM.

(b.) *It*, the *local subject*, represents the *true subject* TO PERFORM. This may be seen by inverting the order of the sentence.

This is a work *to perform* which is beyond the power of man.

EXAMPLE.—*It* is a difficult feat *to stand* on one foot and keep one's position on the saddle, while the horse is at full speed.

28. NOTE.—Grammarians have usually regarded the pronoun in examples similar to the above, as standing for the entire expression, *i. e.*, the infinitive, *and all the elements that limit it*. Such views are not favorable to close analysis. The pronoun stands for the *infinitive as limited by other words or phrases*. In the example above, *it* represents *to stand* limited by *on one foot*; just as, in the sentence, “The greatest incitement to labor is its reward,” the subject is the noun *incitement* limited by the elements *greatest* and *to labor*.

IT, as the local subject representing one or more DEPENDENT NOMINAL SENTENCES.

29. *It*, used as local subject, frequently stands at the head of a sentence, representing one or more nominal sentences which follow the verb and constitute its *true subject*.

EXAMPLE.—*It* is true *that a repentance redeemed by money or performed by a substitute, could have no salutary effect on the sinner*.

(a.) *That a repentance could have, &c.*, is the true subject of the verb *is*. *It*, the local subject, standing at the head of the sentence, is the representative of the *true subject*. This may be seen by inverting the sentence, as follows:

That a repentance redeemed by money or performed by substitute, could have no salutary effect on the sinner, *is true*.

EXAMPLES.—*It* is with unfeigned diffidence that we pronounce judgment on any question relating to the art of painting.

It is manifest from many passages in these records, that Bannerets were admitted into the upper house, and that they were summoned by a writ.

(b.) *It* is here a pronoun, representing the two dependent nominal sentences, *that Bannerets were admitted*, and *that they were summoned*.

30. NOTE.—This use of *it* as a leader or usher of the true subject which is introduced after the verb, is in accordance with the genius of our language. It would be an awkward violation of rhetoric always to place a nominal sentence or phrase with numerous adjuncts, before the verb of the independent sentence. On the other hand, it is contrary to the order of an English sentence that it should begin with a verb. The use of *it* as a leader prevents this anomaly, while harmony of structure is preserved by introducing the real subject after the verb.

IT, as the local subject representing a dependent nominal sentence which requires no connective.

31. *It* may be the subject representing a dependent sentence. In these cases, *it* is not used as a leader.

The Yankee, it must be owned, was worsted in the combat.

(a.) *It* represents "*the Yankee was worsted*."

32. Frequently *it* stands for a fact or a number of facts which it requires several sentences to express.

EXAMPLE.—*It* is not so in America.

33. We have thus shown that *IT* may represent—

1. Neuter nouns of the singular number.
2. Nouns of either number and any gender
3. Pronouns of any gender, person, and number.
4. Certain operations of nature.
5. One or more verbal nouns which follow the verb and form its true subject.
6. One or more dependent nominal sentences which follow the verb and form its true subject.
7. One or more dependent sentences which require no connective.
8. One or more facts expressed in several previous sentences.

34. The following are examples of *it* as *local subject, standing for a VERBAL NOUN or a DEPENDENT SENTENCE*.

It is true that he professes himself a supporter of toleration.

It is your duty to tolerate the truth.

It cannot be shown that James sincerely wished to establish freedom of conscience.

It is a remarkable circumstance, that one of the letters of Hastings to Dr. Johnson, bears date a very few hours after the death of Nuncomar.

It must, we fear, be added that the love of money had grown upon him, and that he thought more about his allowances, and less about his duties.

It seemed likely, at this time, that a general reconciliation would put an end to the quarrels which had, during some years, weakened and disgraced the government of Bengal.

Of Impy's conduct, it is impossible to speak too severely.

It is scarcely possible to mention this eminent man, without advertising to the question which his name at once suggests to every mind.

INTENSIVE PERSONAL PRONOUNS AS SUBJECT.

35. An intensive personal pronoun may be subject of a sentence.

36. The intensive personal pronouns are those which are generally used to express greater emphasis.

37. They are *myself*, *thyself*, *yourself*, *himself*, *herself*, *itself*, and their plurals, *ourselves*, *yourselves*, and *themselves*.

EXAMPLES.—Your father and *yourself* are witnesses.

The stranger and *myself* were left alone.

(a.) *Myself* is here an intensive pronoun, first person, singular number, and subject of the sentence.

38. These pronouns are formed by prefixing the possessive form of the personal pronouns of the first and second persons, or the objective form of the third person, to the word *self* or *selves*.

39. These pronouns, although classed under one name, are not always true intensives.

EXAMPLES.—He has ruined *himself*.

I was sitting by *myself*.

DOUBLE PERSONAL PRONOUNS AS SUBJECT.

40. A double personal pronoun may be subject of a sentence.

41. A double personal pronoun is one which is simple in form but double in office, representing both the possessor and the thing possessed.

EXAMPLE.—My affairs are unfortunate, *yours* are prosperous.

42. The double pronouns are *mine*, *thine*, *his*, *hers*, *ours*, *yours*, and *theirs*.

His property was saved, but MINE was lost.

(a.) *Mine* is a double pronoun, subject of the sentence, *mine was lost*. Representing the thing possessed, *i. e.*, *property*, it is a pronoun, third person, singular number, subject of the sentence. Representing the possessor, it is first person, singular number, and an adjunct of the subject.

Both my books and HERS were bought in the city.

(b.) *Hers* is a double pronoun, representing *her* and *books*. Representing *books*, it is third person, plural, subject of the sentence, *hers were bought*, &c. Representing the possessor, it is third person, singular, feminine, and an adjunct of the subject.

43. It will be noticed that the form of these double

pronouns in the first and second persons, shows the number and person of the *possessor*, and in the third person, its number, gender and person; while the number and gender of the *noun possessed* must be determined by referring to it, as it will be expressed in some other part of the sentence.

EXAMPLE.—*Your parents are wealthy, MINE are indigent.*

(a.) Here the form of the pronoun *mine* shows that in representing the possessor, it is first person, singular number; but representing the thing possessed, its number and gender must be determined by referring to *parents*, the noun for which it stands.

44. NOTE.—The double pronouns have been sometimes improperly classed with the possessive pronouns, *my, thy, his, her, &c.*

RELATIVE PRONOUNS AS SUBJECT.

45. A relative pronoun may be subject of a sentence.

EXAMPLE.—*He who labors, will succeed.*

46. A *relative pronoun* is one which connects a sentence to the word for which it stands.

47. NOTE.—The noun or pronoun which is represented by a relative pronoun, is called the *antecedent*.

48. The relative pronouns are *who, which, that*, and in some cases, *as* and *than*.

I know one WHO will relieve me.

(a.) *Who* is a relative pronoun, third person, singular, subject of the sentence, *who will relieve me*. Since it connects a sentence to its antecedent *one*, it is also a *secondary connective*.

49. The relative pronoun, then, always performs two offices—that of a pronoun, and that of a secondary connective.

Men WHO are devoted to learning, are not generally fond of society.

(a.) *Who* is a relative pronoun, subject of the dependent sentence *who are devoted*, which it connects to its antecedent *men*. It is, therefore, a secondary connective.

NOTE.—The three following distinctions between the personal and relative pronouns, should be carefully studied.

50. The personal pronouns change their form to indicate the person, gender, and number of the nouns for which they stand. On the other hand, the form of the relative pronoun is never changed for this purpose, the same word representing a noun or pronoun of any gender, person, or number. In the examples, “*I who speak*,” “*you who speak*,” &c., the pronoun *who* remains the same, while the personal pronouns vary.

51. The personal pronoun is used simply to stand

for a noun, while the relative is employed to introduce a sentence which affirms some quality or circumstance of the noun to which it relates: hence the sentence introduced by the relative is always *adnominal*.

52. The personal pronoun is *never* a connective, and may stand anywhere in the sentence, while the relative is *always* a connective, and stands at the head of the sentence which it introduces.

53. *Who* stands for the names of persons and superior beings.

54. *Which* stands for the names of lower animals, inanimate things, or for any grammatical element except the names of persons and superior beings.

55. NOTE.—*Which*, like the word *it*, may stand for a word or a sentence.

EXAMPLE.—He insulted me, for *which* I challenged him.

56. *That* may stand for any element which may be represented by *who* or *which*.

57. *As* is a relative after *such*, *same*, used as an adjective pronoun, and *many* or *much* limited by *as* or *so*.

Let such AS hear take heed.

(a.) *As* is a relative pronoun, subject of the sentence as *hear*, which it connects to its antecedent *such*.

EXAMPLES.—As many *as came* were satisfied.

I will give you as much *as I have*.

58. *As* used as a relative, may be the representative of both persons and things.

59. *Than* after comparatives, is sometimes a relative pronoun.

My griefs are greater THAN I CAN BEAR.

(a.) *Than* is here a relative, object of the infinitive *bear*.

EXAMPLES.—There was more jesting *than befitted* the occasion.

He certainly had a greater salary *than he earned*.

(b.) *Than* is a relative connecting *than he earned* to *salary*.

COMPOUND RELATIVE PRONOUNS AS SUBJECT.

60. A compound relative pronoun may be subject of a sentence.

61. A compound relative pronoun is one that is simple in form but compound in office, including both the antecedent and the relative.

62. The compound relative pronouns are *what*, *whoever*, *whosoever*, *whatever*, and *whatsoever*.

WHAT has been told is true.

(a.) *What* is a pronoun including both the antecedent and the relative. As antecedent, it is third person, singular, neuter, subject of the sentence *what is true*. As relative, it is third person, singular, neuter, subject of the sentence, *what has been told*, which it

connects to itself as antecedent. *What* as relative, is therefore, a secondary connective. In effect, *what* is equivalent to *that which*; it should, however, be parsed as a single word performing two offices.

I will take WHAT you give.

(b.) *What*, as antecedent, is the object of the indep. sentence, *I will take what*. As relative, *what* is object of the dep. sentence, *what you give*, which it connects to itself as antecedent.

NOTE.—It will be seen that *what*, including both the antecedent and the relative, will always stand in two sentences, and that *WHAT*, *the relative*, connects an adnom. sentence to *WHAT*, *the antecedent*.

63. *What* is sometimes a specifying adjective, retaining at the same time its force as a relative pronoun.

'See WHAT beauties are displayed.

(c.) *What* is a specifying adjective, limiting *beauties*. It is also a relative pronoun, subject of *displayed*. As a relative, it joins the dependent sentence to *beauties*.

NOTE.—*What* is rarely used for the adverb *partly*.

EXAMPLE.—“*What* with extravagance and *what* with drunkenness I soon ruined myself.”

WHOEVER will perform the labor shall receive the reward.

(d.) *Whoever* is a compound relative pronoun. As antecedent, it is third person, singular, and subject of

the sentence, *whoever shall receive the reward*. As relative, it is same person, number, &c., and is subject of the dep. adnom. sentence, *whoever will perform the labor*, which it connects to itself as antecedent.

At once came forth **WHATEVER** *creeps*.

(e.) *Whatever* is a compound relative pronoun. As antecedent, it is the subject of the indep. sentence, *whatever came*. As relative, it is subject of the dep. adnom. sentence, *whatever creeps*, which it connects to itself as antecedent.

INTERROGATIVE PRONOUNS AS SUBJECT.

64. An interrogative pronoun may be subject of a sentence.

65. *Who*, *which*, or *what*, used to introduce a question or a nominal sentence, is an interrogative pronoun.

NOTE.—*Interrogative* pronoun is an unfortunate name for these words. The fact that a word is used to ask or to answer a question has in itself no *grammatical* importance, but inasmuch as these words are generally known by this name, it has seemed best to make no change.

EXAMPLES OF INTERROGATIVE PRONOUNS.

WHO *is he?*

(a.) *Who* is an interrogative pronoun, complement of the neuter verb *is*.

WHICH *did he choose?*

(b.) *Which* is an interrogative pronoun object of *choose*.

NOTE.—(c.) *Which* or *what* under such circumstances seems to stand for a noun suppressed, and consequently might be called an *interrogative adjective pronoun*. Sometimes the noun is expressed, as, “*What noise is that?*”

WHAT *is that?*

(d.) *What* is an interrogative pronoun, complement of the neuter verb *is*.

I know WHO *troubles you*.

(e.) *Who* is an interrogative pronoun (*see definition*), subject of *troubles*.

ANALYSIS :—(f.) SUBJECT—*I*; VERB—*know*; OBJECT—*who troubles you*.

No adjuncts of the SUBJECT.

No adjuncts of the VERB.

The OBJECT is a sentence.

SUBJECT—*who*; VERB, *troubles*; OBJECT—*you*: dependent, transitive, nominal sentence.

Tell me WHAT *you have come for*.

ANALYSIS :—(g.) SUBJECT — *you* (understood): VERB—*tell*; OBJECT—(direct) *what you have come for*; OBJECT—(indirect) *me*: indep. trans. sentence.

The SUBJECT has no adjuncts.

The VERB has no adjuncts.

The direct OBJECT is a sentence ; SUBJECT—*you* ; VERB—*have come* ; dep. intrans. nominal sentence. No adjuncts of the SUBJECT ; adjuncts of the VERB—*for* WHAT, adverbial phrase ; connective—*for* ; essential el.—*what*.

66. An interrogative pronoun does not stand for, nor relate to, an antecedent, but usually for something in the mind of the speaker. When the speaker does not know what the answer to the question will be, it stands for something entirely indefinite. There is no grammatical necessity that the pronoun should stand for the word used in answer.

67. It is sometimes difficult to decide whether *what* is an interrogative or a compound relative pronoun. It should be remembered that the compound relative pronoun *what* is analyzable and is in meaning usually equivalent to *that which*, while the interrogative pronoun must go with its sentence.

Let the learner give the true classification of *what* in each of the following sentences :

EXAMPLES.—1. I took what he gave.

2. I asked what annoyed him.

3. Do you know what you are about ?

4. Give me what you have in your hand.

5. He knows what I mean.

6. Tell me what you think about it.

7. Let us seize what arms we find. (*See* 63.)

8. What obstacles are in your way ? (*See* 65, c.)

ADJECTIVE PRONOUNS.

68. An adjective pronoun may be subject of a sentence.

69. An adjective used without its noun, and standing for it, is called an adjective pronoun.

“SOME *place their bliss in action*, SOME *in ease* ;
THOSE *call it pleasure, and contentment* THESE.”

(a.) The words *some*, *those*, and *these* are the representatives of some noun which is omitted, as, *people*, or *men*. When we supply this noun (which will not change the sense) they become specifying adjectives ; as, SOME (*men*) *place their bliss in action*, &c. ; THESE (*men*) *call it pleasure*, &c.

NOTE.—(b.) The words *ones*, *others*, and *none* stand for nouns, and, on account of an adjective force contained in them, are called adjective pronouns, although they cannot be used to limit nouns expressed.

70. Some adjective pronouns vary in form to agree in number with the nouns they represent or limit ; some are found only in the singular, others only in the plural number, but most of them, like nearly all the adjectives in our language, have the same form in both numbers.

71. SYNOPSIS OF SOME ADJECTIVE PRONOUNS.

Singular.	Plural.	Singular	Plural
This,	these,	Each,	—
That,	those.	Either,	—
Other,	others.	Neither	—
One,	ones.	<i>None</i> (quantity),	none (number).
Another,	others.	—	both.
		—	many.
		—	few.
		—	all.

THIS AND THAT.

72. *This* represents an object near at hand in time or place, *that* an object which is distant. Accordingly, when two objects are mentioned, *this* and *these* represent the last named, *that* and *those* the first mentioned.

73. *This* and *that* are often the representatives of phrases or sentences.

He called in the aid of the enemies of England: THIS was treason.

(a.) *This* is subject of the verb *was*, and represents the indep. sentence, *He called in aid*, &c.

They say that the music of Orpheus compelled the trees to follow him:
THIS is incredible.

(b.) *This* is subject of a sentence, and stands for the dep. nominal sentence, *That the music of Orpheus compelled*, &c.

74. Sometimes *this* stands for several preceding sentences.

They are firmly persuaded that they are God's chosen people, and that all others being outcasts and Gentiles, are legitimate victims of robbery and theft. They believe that their prophet knows every thing present, past, and future. *All THIS belongs to their creed.*

(a.) In this case, *this* is a pronoun, standing for the dep. nominal sentences introduced by *that*.

75. Rarely *this* represents a subsequent sentence.

Let no prince measure the danger of discontent by THIS : whether it be just or unjust.

(a.) *This* is a pronoun representing the dep. sentence introduced by *whether*.

76. *This* may represent a verb infinitive.

God alone has power to forgive sin, and THIS he will do only when the sinner is truly penitent.

(a.) *This* stands for *to forgive*.

77. *This*, like *IT*, may stand at the head of a sentence as subject, and act as a leader for the verbs represented, which are introduced subsequently.

“For THIS of him who would approach and eat,
Was rigorously exacted to the full ;
To TREAD and BRUISE beneath the foot the world
Entire ; its pride, ambition, hopes, desires ;
Its gold, and all its brodered equipage ;
To LOOSE its loves and friendships from the heart,
And CAST them off ; TO SHUT the ear against
Its praise ; and all its flatteries ABHOR.”

(a.) *This* is the local subject of the sentence *this was exacted*, and is the representative of the verbal nouns *to tread*, *to bruise*, *to loose*, *to cast*, *to shut*, and *to abhor*; all of which are the *true* subjects of the sentence *this was exacted*.

ONE AND OTHER.

78. *One* and *other* as adjective pronouns are often used in contrast.

EXAMPLE.—The two systems of philosophy were widely different in their results; the *ONE* gave a soporific to the world which produced the long sleep of the dark ages; the *OTHER* a stimulant that broke its slumbers.

79. *One* as an adjective pronoun usually stands for an indefinite noun.

EXAMPLE.—*One* cannot always see the wiser course.

80. *Other* cannot generally be employed as a pronoun, without a preceding adjective.

EXAMPLE.—“*One* took *THE other* briskly by the hand.”

81. *Each* and *other* sometimes have a reciprocal relation.

EXAMPLE.—*They hate each other cordially*, i. e., *they cordially hate, each the other*.

82. *Each* is an adjective pronoun in apposition with *they*, and the distributive subject of the verb *hate*. *Other* is an adjective pronoun, object of the verb *hate*.

83. *One* sometimes corresponds to *another* in a similar construction.

EXAMPLE.—See how the Christians love *one another*.

EACH.

84. *Each* is always used as a distributive, *i. e.*, it always stands for a plural noun, and takes each one of the number contained in this noun, separately.

EXAMPLE.—*In the streets, EACH wishing to make profit of his neighbor, merchants assembling spoke of trying times.*

Each represents *merchants*, taking each individual separately.

ONES, OTHERS, AND NONE.

85. Although *ones*, *others*, and *none*, cannot be used as adjectives, they are nevertheless adjective pronouns. (*See* 69, note *b.*)

86. From the compounding of this last word (*none* no-one), we would expect to find it only in the singular number, but when it is the representative of individual objects, it is generally found in the plural.

EXAMPLE.—*There are NONE among my acquaintances whom I can trust.*

None is a plural pronoun, subject of the verb *are*.

If *none* were singular, the form of the sentence would be, *there is none*.

87. *None*, whenever it stands for quantity and not for a number, is singular.

EXAMPLE.—We searched for water, but there was *none* to be found.

BOTH.

88. *Both* as an adjective pronoun, stands for nouns in the plural number, as,

Both were wrong.

EITHER.

89. *Either* stands for two persons or things, taking them singly, *i. e.*, one or the other.

EXAMPLE.—Call James or John; *either* can help you.

NEITHER.

90. *Neither* (compounded of *not either*) is the negative of *either*.

EXAMPLES.—Both promised; but *neither* performed.

Ask the doctor or lawyer; *neither* can inform you.

SUCH, MANY, AND SAME.

91. *Such*, *many*, and *same* are used either in the singular or plural number.

FORMER AND LATTER.

92. *Former* and *latter* are frequently placed in con-

trast, *former* standing for the first of two preceding nouns or sentences and *latter* for the last.

EXAMPLE:—*A false philosophy and a false religion exerted a powerful influence against scientific research. The FORMER despised it as vulgar and low; the LATTER forbade it as sacrilegious and sinful.*

Here *former* is an adjective pronoun, subject of *despised* and represents *philosophy*. *Latter* is an adjective pronoun, subject of *forbade* and represents *religion*.

93. *First, last, each, either, same, and both*, are often the representatives of phrases or sentences.

EXAMPLES.—*You can pay the note now or wait till a more convenient time; EITHER will suit me.*

Either is an adjective pronoun representing the two preceding sentences taken separately.

He directed me to visit the market and also to attend to affairs at home; I could not do BOTH.

94. The *Numerals* are all employed as pronouns and used as the subjects of sentences.

EXAMPLES.—*Six men engaged in the enterprise; FIVE were killed, but the sixth escaped.*

Five and sixth are adjective pronouns.

95. Finally, all the qualifying adjectives may be employed as pronouns by placing before them the specifying adjective *the* and omitting the noun.

EXAMPLE.—*The wise and the good* obeyed its precepts; but *the wicked* neglected and despised them.

SENTENCE AS SUBJECT.

96. The pronoun *it* is usually placed before the verb of the independent sentence as local subject when one or more dependent sentences stand as the true subject.

EXAMPLE.—It is a trite remark *that time is money*.

97. The leader *it*, however, is sometimes omitted, and the dep. sentence is placed before the verb.

EXAMPLES.—*That time is money*, is a trite remark.

It is not probable *that Bacon's defence had much effect on his cotemporaries*; or, *That Bacon's defence had much effect on his cotemporaries*, is not probable.

The sentence in italics is subject of the verb *is*.

That the prisoner is guilty, is no longer a matter of doubt.

That you have missed the road, is quite clear.

NOTE.—In cases like these last, *that* performs but one office of a connective, viz., it introduces the sentence and makes it dependent.

INDEPENDENT SENTENCE AS SUBJECT.

98. An indep. sentence may itself, though rarely, be subject of a sentence.

EXAMPLE.—(Thou shalt have no other gods before me) belongs to the decalogue.

CHAPTER IV.

THE OBJECT.

1. Any element which is required to complete the sense of a *transitive verb*, is called its *Object*.

EXAMPLES.—The dogs pursue the *fox*.
The farmer plows the *field*.

2. In the usual order of a transitive sentence the object follows the verb ; sometimes, however, this order is reversed for the sake of euphony or vivacity.

EXAMPLES.—Thy *way* thou canst not miss.
Me mine requires.
Virtue, not rolling suns, the *mind* matures.
I can't get out, said the starling.

3. If the object be a relative pronoun, it will always stand before the verb.

EXAMPLE.—The person *whom* we appointed, is not present.

4. The object may consist of a *nominal word* or a *nominal sentence*.

THE WORD AS OBJECT.

5. When the object of a trans. verb is a word it will be a noun or pronoun.

NOUN AS OBJECT.

EXAMPLES.—The herald declared the *will* of the king.
 The diplomatist knew the *importance* of the measure.
 The conqueror sold the *captives* and the *booty*.

NOTE.—For a more complete arrangement of nouns, see (Subject.)

PRONOUNS AS OBJECT.

6. The objective word may be a *pronoun*.

PERSONAL PRONOUNS AS OBJECT.

7. The personal pronouns, except *it* and *you*, change their form to indicate the objective relation.

8. FORMS OF THE PERSONAL PRONOUN IN THE SUBJECTIVE AND OBJECTIVE RELATION.

FIRST PERSON.

	Sing.	Plural.
SUBJECT.....	I.....	We.
OBJECT.....	Me.....	Us.

SECOND PERSON

	Sing.	Plural.
SUBJECT.....	Thou or you.....	Ye or you.
OBJECT.....	Thee or you.....	Ye or you.

THIRD PERSON.

	Sing.	Plural.	Sing.	Plural.	Sing.	Plural.
SUBJECT.....	He....	They.....	She....	They.....	It....	They.
OBJECT.....	Him...	Them.....	Her....	Them.....	It....	Them

EXAMPLES.—*Me* ye have bereaved of my children.

I know *thee* well.

I'll pitch *thee* from the cliff.

The bugle's notes aroused *us* from our slumbers.

I shall see *you* no more.

They pass *him* carelessly.

The colonel with his party attacked the robbers and
drove *them* to the forest.

They received *her* with feeble acclamations.

He lost his trunk but afterwards found *it* at another
station.

9. Sometimes the pronoun *it* stands as local object introducing a verbal noun (infinitive) which is the true object.

EXAMPLES.—We found *it* impossible to *defend* the fort.

(a.) *It*, the local object of the verb *found*, is a pronoun representing the verbal noun to *defend*, which is the true object of the same verb.

My friends declared *it* an outrage to *dismiss* me from
office.

(b.) *It*, the local object of the verb *declared*, is a pronoun standing for to *dismiss*, which is the true object of the same verb *declared*.

The general thought *it* advisable to *make* a forced
march.

I found *it* toilsome to *climb* the cliff.

As for the *pulling* of them down, if affairs demand *it*,
we will make the attempt.

(c.) In this case, *it* stands for the participle *pulling*.

IT (LOCAL OBJECT) STANDING FOR A DEPENDENT SENTENCE.

10. *It* is very often the local object of a trans. verb

or participle when it represents a dep. sentence which is the true object.

I shall have IT to say THAT I HAVE ATTAINED THE UTMOST OF MY WISHES.

(a.) *It* is local object of *shall have*, and represents the dep. sentence, *that I have attained the utmost, &c.*, which is the true object of *shall have*. We may see this by asking the following question: *What shall I have to say?* Ans.—*That I have attained, &c.*

EXAMPLES.—I will proclaim *it* to the world, *that thou art a coward*.

11. *It*, as local object of a verb, sometimes represents an indep. sentence.

For my part, I confess IT with shame, I WAS ALWAYS AN INCORRIGIBLE LAGGARD.

(a.) *It* here stands for the indep. sentence *I was an incorrigible laggard*.

12. Sometimes *it* is employed as an expletive word without any special signification.

EXAMPLE.—She queens *it* well.

13. INTENSIVE PERSONAL PRONOUNS AS OBJECT.

EXAMPLES.—Do not trouble *yourself*.
He has ruined *himself*.

14. DOUBLE PERSONAL PRONOUN AS OBJECT.

EXAMPLES.—You have thwarted my plans: I will thwart *yours*.
You have failed in your designs: I have accomplished *mine*.

RELATIVE PRONOUN AS OBJECT.

15. *Who* is the only one of the relative pronouns that changes its form to show the relation of subject and object.

Subject—*Who*.

Object — *Whom*.

(a.) As has been before remarked, the relative pronoun, whether subject or object, stands at the head of a sentence which it connects to its antecedent.

I know the man WHOM you have slandered.

(a.) ANALYSIS:—*Whom* is a relative pronoun, object of *slandered*—relating to *man* as its antecedent, to which it connects the sentence *whom you have slandered*.

It is the same wagon THAT I saw yesterday.

(b.) ANALYSIS:—*That* is a relative pronoun, object of the dep. sentence *that I saw*, which it connects to its antecedent *wagon*.

EXAMPLES.—The country *which* we crossed, was barren.

He can take such *as* we have.

Such *as* I have, give I unto you.

16. COMPOUND RELATIVE PRONOUN AS OBJECT.

The thief refused to divide WHAT he had stolen.

(c.) ANALYSIS:—Subject—*thief*; verb—*refused*; object—*to divide*: indep. trans. sentence.

Adjunct of the subject—*the*—adnom. word.

No adjunct of the verb.

Object of *to divide*—WHAT (as antecedent.)

Adjunct of *what* (antecedent)—*what he had stolen*.

Connective—*what* (relative); subject—*he*; verb—*had stolen*; object—*what* (relative); dep. transitive adnom. sentence.

EXAMPLES.—He spent *what* he earned.

Will you pay *what* I demand?

NOTE.—Interrogative and adjective pronouns may also be objects of trans. verbs. (See Subject.)

DOUBLE OBJECT.

17. The object of a verb may be double.

I. DIRECT and INDIRECT.

The preceptor taught me GRAMMAR.

(a.) ANALYSIS:—SUBJECT—*preceptor*; VERB—*taught*; DIRECT OBJECT—*grammar*; Indirect object—*me*: indep. trans. sentence.

EXAMPLES.—Pay *him* a DOLLAR.

I will ask *you* one QUESTION.

WHAT did you give *him*?

Here is the money WHICH I owe *you*.

18. The dependent nominal sentence sometimes forms the direct object of a sentence, while a noun or pronoun is used as the indirect object.

A hawk asked a little MOUSE THAT HE WOULD LIBERATE HIM.

(a.) ANALYSIS:—Subject—*hawk*; verb—*asked*; object (direct)—*that he would liberate*; object (indirect)—*mouse*: indep. trans. sentence.

Adjunct of the subject—*a*—adnom. word.

No adjunct of the verb.

The direct object is a sentence.

Subject—*he*; verb—*would*: dep. nom. intrans. sentence.

No adjunct of the subject.

Adjunct of the verb—the infinitive *liberate*; object of *liberate*—*him*.

Adjunct of the indirect object—*a* and *little*—adnom. words.

EXAMPLES.—The general told his *army* THAT THE ENEMY WAS IN SIGHT.

They earnestly asked *us* WHO HAD BROUGHT THE NEWS.

The peasants assured *us* THAT THE ROAD WAS GOOD.

The Secretary informed the *council* THAT HIS REPORT WAS READY

II. The double object may consist of a NOUN OR PRONOUN AND AN ADNOMINAL WORD.

His manners rendered HIM *odious*.

(a.) ANALYSIS:—Subject—*manners*; verb—*rendered*; object—*him*, with its adjunct, *odious*: indep. trans. sentence.

Adjunct of the subject—*his*—adnom. word.

The verb has no adjuncts.

Adjunct of *him*—*odious*—adnom. word.

EXAMPLES.—Exercise in the open air made the old MAN *strong* and *healthy*.

My friends declared ME *mad*.

19. Frequently a *noun* or *pronoun* and a *participle* which is its adjunct, form the object of a sentence.

We saw THEM LYING in the shade.

(a.) ANALYSIS: Subject — *We*; verb—*saw*; object —“*them lying*”—consisting of the participle and the pronoun limited by it: indep. trans. sentence.

No adjuncts of the subject.

No adjuncts of the verb.

Adjunct of the participle LYING—*in shade*—adverb. phrase.

Adjunct of shade—*the*—adnom. word.

EXAMPLES.—The laborer saw the *sun rising*.

The guards heard *them entering* the outer gate.

III. The double object may consist of a NOUN OR PRONOUN AND ITS ADJUNCT IN APPPOSITION.

They chose ME captain.

(a.) ANALYSIS:—Subject—*they*; verb—*chose*; object—ME *captain* (*captain* being in apposition with *me*): indep. trans. sentence.

The subject has no adjuncts.

The verb has no adjuncts.

Adjunct of ME—*captain*, a noun in apposition.

EXAMPLES.—We call HIM *father*.

The count esteemed WILLIAM his best *friend*.

We named HIM *Jacob*.

The stranger showed HIMSELF an *adept*.

Jove made MERCURY his *messenger*.

The man WHOM they called wild *Sam*, was seen near the house.

IV. The double object may consist of AN INFINITIVE WITH ITS SUBJECT.

They directed the GUIDE TO PROCEED.

ANALYSIS :—Subject—*they* ; verb—*directed* ; object—*guide to proceed* : indep. trans. sentence.

The subject and verb have no adjuncts.

Adjunct of guide—*the*—adnom. word.

EXAMPLES.—The student desired *me to excuse* him.

Great Britain forced the colonies to *pay enormous taxes*.

NOTE.—After *bid, dare, let, make, need, see, feel, hear, may, can, must*, and frequently *have* and *help*, the particle *to* of the infinitive is not used.

I bade HIM FOLLOW.

(a.) ANALYSIS :—Subject—*I* ; verb—*bade* ; object—“*him follow* :” indep. trans. sentence.

EXAMPLES.—I saw *him climb* the mountain.

You heard *him say* it.

“Let not *despair* nor fell *revenge*

Be to my bosom known.”

He felt his *courage fail*.

DEPENDENT NOMINAL SENTENCE AS OBJECT.

20. *One or several dependent nominal sentences are often made the object in a transitive sentence.*

The spy pretended THAT HE WAS A PEDDLER.

(a.) ANALYSIS :—Subject—*spy* ; verb—*pretended* ; object—*that he was a peddler* : indep. trans. sentence.

Adjunct of the subject—*the*—adnom. word.

No adjunct of the verb.

The object is a sentence.

Connective—*that* ; subject—*he* ; verb—*was* ; complement of the verb—*peddler* : dep. neuter, nom. sentence.

Adjunct of peddler—*a*—adnom. word.

No adjunct of the verb.

EXAMPLES.—The witness strongly insisted *that he told the truth*.

The royalists believed *that the country would be overrun by these reprobates*.

I know *who it is*.

He asked them *when the case would be decided*.

We now perceived *that the enemy had struck their colors*.

We believe *that the soul is immortal*.

And the Lord God called unto Adam, and said unto him, *where art thou ?*

The Parliament did not know *who their enemies were*.

No man knows *when the day of his death will come*.

INDEPENDENT SENTENCE AS OBJECT.

21. Frequently one or more independent sentences become the object of a transitive verb. This is the case when the objective sentence is not introduced by a secondary connective either expressed or implied.

HEAVEN HELP THEE ! *cried the knight.*

(a.) ANALYSIS :—Subject—*knight* ; verb—*cried* ; object—“*Heaven help thee :*” indep. transitive sentence.

Adjunct of the subject—*the*—adnom. word.

No adjunct of the verb.

The object is a sentence.

Subject—*Heaven* ; verb—*help* ; object—*thee* ; indep. trans. sentence.

EXAMPLES.—“*Wisdom, said God, retires,*

*And counts it bravery to bear reproach,
And shame, and lowly poverty :*”

“*Wisdom, replies the world, struts forth to gaze,
Treads the broad stage of life with clamorous feet.*”

“*And he shrieked out aloud,*

*Clarence is come ! false, fleeting, perjured Clarence
That stabbed me in the field by Tewksbury !
Seize on him, furies ! take him to your torments.*”

CHAPTER V.

THE COMPLEMENT OF THE NEUTER VERB.

The complement of a neuter verb is an adjunct of the subject required to complete the sense of the verb.

EXAMPLES.—The wind is *strong*.

This seems *strange*.

That boy is a *hero*.

The complement of a neuter verb may be of two kinds :

I. An element nominal in its nature and adnominal in its use.

EXAMPLES.—My friend is a *soldier*.

The lion is the *king* of beasts.

(a.) In these cases the complement limits the subject by a species of apposition.

II. The complement may be a regular adnominal element.

EXAMPLES.—My friend is *brave*.

The lion is *fearless*.

We will designate these kinds of complement respectively as Class I. and Class II.

UNDER CLASS I.

The complement may be a *word* or a *sentence*.

As a *word* it may be

(a.) A NOUN.

The Indians were faithful ALLIES.

(a.) ANALYSIS :— Subject—*Indians* ; verb—*were* ; complement of the verb—*allies*—an adnominal word—adjunct of the subject.

Adjunct of the subject—*the*—adnom. word.

No adjunct of the verb.

Adjunct of the complement—*faithful*—adnominal word.

EXAMPLES.—The prize was a silver *medal*.

Jeffrey was the *judge*.

I am a *Greek*.

The boy became a *man*.

(b.) A COLLECTIVE NOUN.

EXAMPLES.—This is a vast *army*.

The concourse became an infuriated *mob*.

(c.) A VERBAL NOUN.

I. AN INFINITIVE.

EXAMPLES.—Our plan was *to break* the wall.

The trouble is *to answer* the question at all.

II. A PARTICIPIAL NOUN.

EXAMPLES.—Our amusement was *skating*.

His best exercise was *leaping* the bar.

Your fault is *being* too negligent.

The complement (under Class I.) may be a pronoun.

(a.) A PERSONAL PRONOUN.

It is I.

(a.) ANALYSIS :—Subject—*it* ; verb—*is* , complement of the verb—*I* : indep. neuter sentence.

EXAMPLES.—Is that *she* ?

You are *he*.

(b.) An INTENSIVE PERSONAL PRONOUN.

EXAMPLES.—It is *James* and *myself*.

It was *yourself* who deceived me.

(c.) A DOUBLE PERSONAL PRONOUN.

EXAMPLES.—It was *mine*, now it is *yours*.

The guilt is *yours*.

(d.) A RELATIVE PRONOUN.

EXAMPLE.—If you are *he who* you say you are, I will report your case.

ANALYSIS :—SUBJECT—*I* ; VERB—*will report* ; OBJECT—*case*.

The SUBJECT has no adjuncts.

Adjunct of the VERB—*if you are he* ; CONNECTIVE—*if* ; SUBJECT—*you* ; VERB—*are* ; COMPLEMENT—HE : dep. neut. adverbial sentence.

The SUBJECT and VERB have no adjuncts.

Adjunct of the COMPLEMENT—*who you say you*

are ; connective—*who* ; subject—*you* ; verb—*say* ;
object—*who you are* : dep. trans. adnom. sentence.

The subject and verb have no adjuncts.

The object is a sentence : subject—*you* ; verb—*are* ;
complement—*who* : dep. nom. sentence.

Adjunct of the OBJECT—*your*—adnom. word.

(e.) AN INTERROGATIVE PRONOUN.

EXAMPLES.—*Who* are they ?

What am I ?

(f.) AN ADJECTIVE PRONOUN.

EXAMPLES.—This is the *same*.

It was the *other* who answered.

The complement of a neuter verb (Class I.) may be
a sentence.

The fact is THAT HE STOLE THE MONEY.

(a.) ANALYSIS:—Subject—*fact* ; verb—*is* ; comple-
ment of the verb—*that he stole the money* : indep.
neuter sentence.

Adjunct of the subject—*the*—adnom. word.

No adjunct of the verb.

The complement is a sentence : connective—*that*—
sec. ; subject—*he* ; verb—*stole* ; object—*money* : dep.
trans. adnom. sentence.

No adjunct of the subject.

No adjunct of the verb.

Adjunct of the object—*the*—adnom. word.

EXAMPLES.—The proof of his cowardice is *that he trembled* when he heard the cannon, and *ran* before he was in danger.
The greatest indication of peril was *that the captain turned pale*.
The wonder is *how he escaped*.
The strangest part of the story is *that he should forget his friends*.

CLASS II.

The complement of a neuter verb may be an element adnominal both in its nature and in its use.

In this case it may be a *word* or a *phrase*.

As a *word*, it may be

(a.) AN ADJECTIVE.

The way is long.

(a.) ANALYSIS :—Subject—*way* ; verb—*is* ; complement of the verb—*long*—an adnominal word, the adjunct of the subject. The sentence is indep. neuter.

EXAMPLES.—The mountain is *high*.

“The night was *dark and fearful*.”

The world is *wide*.

(b.) A PARTICIPLE.

His heart was broken.

ANALYSIS :—Subject—*heart* ; verb—*was* ; comple-

ment of the verb—*broken*—adnom. word, adjunct of the subject. The sentence is indep. neuter.

Adjunct of the subject—*his*—adnom. word.

EXAMPLES.—The tower is *fallen*.

The butcher is *killing* the ox.

The ox is *killed*.

His heart was *broken*.

The boy was *struck*.

NOTE.—Grammarians have usually distinguished this form of the neuter sentence as the *passive form* of the verb.

(c.) The complement of the neuter verb (Class II.) may be a phrase.

EXAMPLES.—The scout was *in great danger*.

The boy was *with us*.

He is *at home*.

ANALYSIS:—Subject—*he*; verb—*is*; complement—*at home*; indep. neuter sentence.

The subject has no adjuncts.

The verb has no adjuncts.

The complement is a phrase: connective—*at*; essential element—*home*.

CHAPTER VI.

THE VERB.

1. A Verb is a word *used to assert, command, question, or assume.*

EXAMPLES.—The lion *roars*.

God *created* man.

The weather *remains* cold.

(a.) *Roars, created, and remains,* are verbs because they express or affirm something of their subjects, *lion, God, and weather.*

2. Verbs are *transitive, intransitive, or neuter.*

3. Verbs are *transitive* which require the addition of an object to make complete sense.

EXAMPLES.—Industry *OVERCOMES* obstacles.

We *DESIRE* happiness.

4. Verbs which require no complement are called *intransitive.*

EXAMPLES.—Birds *fly*.

Boys *run*.

God *lives*.

5. The complement of a verb is any element required to complete its meaning.

6. A verb which requires a complement that limits its subject is called *neuter*.

EXAMPLES.—James *is industrious*.

The soldier *is wounded*.

The city *is in ruins*.

The story *BECAME exciting*.

He *SEEMS a scoundrel*.

The fort *LOOKS strong*.

(a.) Here, *industrious*, *wounded*, *in ruins*, *exciting*, *scoundrel*, and *strong*, limit the subjects respectively, and at the same time complete the sense of the verbs.

(b.) NOTE.—The verb *to be* is the most common neuter verb, but *look*, *seem*, *become*, and others, are often used.

PERSON AND NUMBER OF THE VERB.

7. Verbs in many languages are varied in their form and termination to accord with the person and number of their subjects. The English verb in its modern use affords but one example of such change, viz., in the third person, singular number of the present tense.

8. SYNOPSIS OF PERSON AND NUMBER OF THE ENGLISH VERB.

PRESENT TENSE.	Sing.	{	First Person.....	I strike.
		{	Second Person.....	You strike.
		{	Third Person.....	He <i>strikes</i> .
	Plur.	{	First Person.....	We strike.
		{	Second Person.....	You strike.
		{	Third Person.....	They strike.

PRESENT PERF.	Sing.	{	First Person.....	I have struck.
		{	Second Person.....	You have struck.
		{	Third Person.....	He <i>has</i> struck.
	Plur.	{	First Person.....	We have struck.
		{	Second Person.....	You have struck.
		{	Third Person.....	They have struck.
PAST.	Sing.	{	First Person.....	I struck.
		{	Second Person.....	You struck.
		{	Third Person.....	He struck.
	Plur.	{	First Person.....	We struck.
		{	Second Person.....	You struck.
		{	Third Person.....	They struck.
PAST PERFECT.	Sing.	{	First Person.....	I had struck.
		{	Second Person.....	You had struck.
		{	Third Person.....	He had struck.
	Plur.	{	First Person.....	We had struck.
		{	Second Person.....	You had struck.
		{	Third Person.....	They had struck.
FUTURE.	Sing.	{	First Person.....	I will strike.
		{	Second Person.....	You will strike.
		{	Third Person.....	He will strike.
	Plur.	{	First Person.....	We will strike.
		{	Second Person.....	You will strike.
		{	Third Person.....	They will strike.
FUTURE PERF.	Sing.	{	First Person.....	I will have struck.
		{	Second Person.....	You will have struck.
		{	Third Person.....	He will have struck.
	Plur.	{	First Person.....	We will have struck.
		{	Second Person.....	You will have struck.
		{	Third Person.....	They will have struck.

9. Thus it will be seen that the following law of Syntax, "A verb agrees with its subject in person and number," has no application to any tense but the present, except in the verb "*be*." In the verbs *may*,

can, must, &c., it has no application whatever. In the present perfect tense there is an apparent variation; it is, however, the same change mentioned above, since it occurs in the present tense of the auxiliary "*have*."

MODE.

10. Mode is a change in the form or termination of a verb to indicate the manner in which it expresses something of its subject. The English verb, with one or two insignificant exceptions, has no such changes and, consequently, cannot be said to have mode.

11. Grammarians generally assign to the English verb five modes, none of which really exist.

12. In order, however, to support this view, some have defined mode to be the "manner" instead of "a change of form to indicate manner." This definition strictly carried out would subdivide several of our modes, add many others, and transfer the whole subject to the province of Logic.

13. Some apparent exceptions to the statement above (10.) seem to require notice.

(a.) The obsolescent form of the verb used in highly conditional sentences and commonly classed with the subjunctive mode, is undoubtedly an infinitive used after an ellipsis of *may, can, shall, should, &c.*

EXAMPLES.—“Though he (should) *slay* me, yet will I trust in him.”
If he (shall) *come* to-morrow, I will pay him.

(b.) The so-called potential mode is a collection of words completely analyzable. It is composed of a principal verb (*may, can* or *must*), and an infinitive limiting this verb. This may be verified by an analysis of the following: “I *can* and *dare* and *must* avenge him.” Also by the fact that the only verb in our language (*be*) whose ordinary present differs from its infinitive, forms all these expressions by means of its infinitive, as, I can *be*, &c. It is also noticeable that all verbs which have no infinitive such as *ought, can, must, &c.*, lack also these so-called potential forms.

You must consent.

ANALYSIS:—SUBJECT—*you*; VERB—*must*; INFINITIVE LIMITING MUST—*consent*: an indep. intrans. sentence.

The adjunctive power of the infinitive is very evident. *Must* implies obligation in a general way, while the infinitive *consent* limits this obligation to a special direction.

The house can be removed.

ANALYSIS:—SUBJECT—*house*; VERB—*can*; INFI-

NITIVE limiting *can* — *be*; COMPLEMENT of *be* — *removed*: an indep. intrans. sentence.

NOTE.—*House* is subject of *be* as well as of *can*. When the subject of an infinitive is the same as the subject of the principal verb, it is not repeated before the infinitive. Since the complement of the neuter verb limits its subject, it is evident that *removed* is an adjunct of *house*.

(c.) The verb (*be*) forms an exception to the above statement (10.), as there are in its *past tense* certain traces of a subjunctive mode. They are, however, found only in the first and third persons singular.

COMMON FORM.

SUBJUNCTIVE FORM.

I was..... If I *were*.

You were. If you were.

He was. If he *were*.

Plural.

Plural.

We were. If we were.

You were. If you were.

They were..... If they were.

The Infinitive will be discussed under VERBALS.

VERBALS.

14. Verbals are largely employed in the formation of the tenses: on this account it seems proper to arrange and classify them before entering upon the discussion of tense.

15. Verbals are words derived immediately from verbs, partaking of their nature, and performing the

office of other parts of speech. They are of two kinds, *infinitives* and *participles*.

INFINITIVES.

16. *Infinitives* are so called because their subjects have no power to limit them as to person and number. In other words, they do not change form to agree with their subjects.

EXAMPLES.—I directed *him* TO RETURN.

You directed *me* TO RETURN.

I commanded *you* TO RETURN.

(a.) The subject of the infinitive *to return* is, in the first example, *him*, in the second, *me*, and in the third, *you*; but there is no variation in the form of the infinitive to indicate these changes in the person of its subject.

NOTE.—The subject of an infinitive, when it is a declinable word, commonly takes the *objective* form.

17. Verbs have two infinitives, viz., *present* and *present perfect*.

PRESENT.

PRESENT PERF.

EXAMPLES.—To strike.....To have struck.

To run.....To have run.

To send.....To have sent.

18. The word *to* which often precedes the infinitive form of the verb is not always a necessary accompani-

ment of it and has no grammatical importance. With a large majority of infinitives in standard English literature it is not found nor can it be supplied. It is invariably absent when the infinitive follows *may*, *can*, *must*, *might*, *could*, *would*, *should*, *shall*, and *will*, and usually after *bid*, *dare*, *let*, *make*, *need*, *see*, *feel*, *hear*, *have*, *help*, and *do*. [See 10., (b.)]

EXAMPLES.—“Did ye not *hear* it?”

“No power can *stay* him in his silent course.”

“You do not *understand* me.”

We helped him *build* a house.

You may *speak* for yourself.

19. USES OF THE INFINITIVE.

I. THE INFINITIVE MAY BE A NOMINAL WORD.

(a.) *Subject in a sentence.*

EXAMPLES.—*To hear* him was difficult enough.

To converse with him was a great pleasure.

(b.) *Object of a transitive verb.*

EXAMPLES.—I hope *to find* you.

He desires *to follow* us.

(c.) *Complement of a neuter verb.*

EXAMPLES.—My desire is *to receive* his instructions.

The difficulty is *to obtain* an audience.

(d.) *Essential element of a phrase.* (Obsolete.)

EXAMPLE.—What came ye forth for *to see*?

II. THE INFINITIVE MAY BE AN ADNOMINAL WORD.

EXAMPLES.—Curiosity *to see* you overcame my fear.

The desire *to perform* his whole duty characterized him.

The time *to depart* is at sunrise.

III. THE INFINITIVE MAY BE ADVERBIAL.

EXAMPLES.—I came *to speak* to you.

You must *answer*.

His father rushed *to meet* him.

We could *answer* the question.

Must we *be* enemies?

I attempted to speak.

(a.) ANALYSIS:—SUBJECT—*I*; VERB—*attempted*; OBJECT—*to speak*: indep. trans. sentence.

Can you hear?

(b.) ANALYSIS:—SUBJECT—*you*; VERB—*can*: indep. intrans. sentence.

The Subject has no adjuncts.

Adjunct of the VERB—the infinitive *hear* used without *to*.

He can be discouraged.

(c.) ANALYSIS:—Subject—*he*; verb—*can*: an indep. intrans. sentence.

Adjunct of the verb—*be*, an infinitive; complement of *be* (and adjunct of *he*)—*discouraged*, an adnom. word.

20. REMARKS.—It is doubtful whether in most cases the infinitive has any allusion whatever to time. It seems generally to convey the idea of action or state abstractly, the time being shown by the verb of the sentence in which it stands. Used after *shall* or *will*, and often after *can*, *may*, or *must*, it forms a substitute for a future tense.

PARTICIPLES.

21. Verbals of the second class are called participles.

22. Participles are so called because while they retain the nature of the verbs from which they are derived, they partake of the nature of other parts of speech.

23. Participles have no reference to time but only to *state*; they simply show the action, being, or state of the verbs from which they are derived, as *finished* or *unfinished*: they are, therefore, called *perfect* or *imperfect* participles. Used in reference to the verb, *state* means completion or incompleteness.

24. Imperfect participles represent action or being in a state *unfinished* and *continuing*.

EXAMPLES.—Striking.
Moving.
Reading.
Being.
Remaining.

25. Imperfect participles always terminate in *ing*.

26. Perfect participles represent action or being as *finished*.

EXAMPLES.—Having struck.
Having loved.
Having been.

27. All verbs, except a few defective ones, have these two participles, and transitive verbs have a third called *passive*. These are always perfect, but the name “passive” is sufficient to distinguish them.

28. Participles are *passive* when the nouns which they limit, are represented as receiving the action.

The robber, STRUCK to the ground, was easily captured.

(a.) *Struck* is a *perfect* participle because it represents the action as finished: it is *passive* because the noun it limits is represented as receiving the action.

EXAMPLE.—Bozarris, *slain* in battle, left a deathless name.

PARTICIPLES OF THE TRANSITIVE VERB LOVE.

Imperfect.....Loving.
Perfect.....Having loved.

PASSIVE.

Perfect.....Loved.

29. Intransitive verbs have two participles: the *perfect* and the *imperfect*.

The snow, FALLING fast, nearly blinded us.

(a.) *Falling* is an *imperfect* participle from the intransitive verb *to fall*.

HAVING WALKED *all day, he was very much fatigued.*

(b.) *Having walked* is a *perfect* participle from the intransitive verb *to walk*.

EXAMPLES.—The carrier pigeon, *flying* in circles, rises to an immense height.

The bird, *having escaped*, flew into the forest.

PARTICIPLES OF THE INTRANSITIVE VERB WALK.

ACTIVE.

Imperfect.....Walked.

Perfect.....Having walked.

30. Neuter verbs have two participles: the *perfect* and the *imperfect*. The neuter participle requires for its complement an adjunct of the noun it limits.

We found him SEEMING more composed.

(a.) *Seeming* is an imperfect neuter participle limiting *him*. *Composed*, the adjunct of *him*, is the complement of *seeming*.

HAVING BEEN *twice defeated, the army was nearly destroyed.*

(b.) *Having been* is a perfect neuter participle limiting *army*, and *defeated*, the complement of *having been*, is a passive participle also limiting *army*.

EXAMPLES.—*Being* weary, I lay down to rest.

Having become roused, he would not be soothed.

31. CLASSIFICATION OF PARTICIPLES;

	Intrans.	Trans.	Neut.
<i>Imperf.</i>	<i>Flying</i>	<i>Killing</i>	<i>Being</i> .
<i>Perf.</i>	<i>Having flown</i>	<i>Having killed</i>	<i>Having been</i>
<i>Passive</i>	—	<i>Killed</i>	—

32. REMARKS.—It has already been stated that participles have no reference to time. It is important that this should be remembered. The participle shows action or being as *complete* or *incomplete at the time recorded by the verb of the sentence*. “*Having spoken*, I will take my seat” (to-morrow). The whole time of this sentence is future. This is shown by the verb *will take*, while the participle *having spoken* indicates only that the act of speaking will be complete at the time referred to by the verb. “*Having spoken*, I took my seat” (yesterday). Here the *verb* shows past time and the participle shows an action complete at that time. The time of the two sentences differs materially, yet the participle remains unchanged. The same may be said of the imperfect participle in the two following sentences. “I will be *walking*” and “I was *walking*.”

(a.) Let it be remembered that the participial noun is in all respects a verbal. When derived from a trans. verb it readily takes an object.

EXAMPLES.—HOLDING the *plow* is hard work.

RIDING a *horse* is good exercise.

(b.) When derived from a neuter verb, it takes a complement.

EXAMPLES.—BEING *sick* will not excuse him.

BECOMING a *good* man did not atone for past sins.

(c.) The participial noun in its verb nature may also be limited by an adverbial adjunct.

EXAMPLES.—READING *steadily* injured his eyes.

SPEAKING his words too rapidly was the fault of his elocution.

TENSE.

33. Tense is a change in the form or termination of a verb to indicate the *time* or the *time* and *state* of the action, being, &c, which the verb expresses.

34. Verbs have three tenses corresponding to the three great divisions of time, viz.: the *present*, the *past*, and the *future*.

EXAMPLE.—Present.....I strike.
 Past.....I struck.
 Future.....I shall strike.

35. In each time, action or being may be affirmed as to *state* in three ways, making in all nine tenses.

PRESENT TIME.

- 1st. As unfinished and continuing.....I am looking.
- 2d. Without reference to its completion.....I look.
- 3d. As finished.....I have looked.

PAST TIME.

- 1st. As unfinished or continuing.....I was looking.
- 2d. Without reference to its completion.....I looked.
- 3d. As finished.....I had looked.

FUTURE TIME.

- 1st. As unfinished or continuing.....I shall be looking.
- 2d. Without reference to its completion.....I shall look.
- 3d. As finished.....I shall have looked.

36. Since the unfinished or progressive tenses of the verb are formed by uniting a corresponding tense of the verb *be* with an imperfect participle, they are classed with *neuter sentences* and need not, therefore, appear in the regular conjugation of the tenses.

I was looking.

(a.) ANALYSIS:—Subject—*I*; verb—*was*; complement of the verb—*looking*—adjunct of the subject: an indep. neuter sentence.

37. The regular arrangement of the tenses includes only two forms in each tense.

PRESENT TIME.

Present tense.....I look.

Present tense perfect in state.....I have looked.

PAST TIME.

Past tense.....I looked.

Past tense perfect in state.....I had looked.

FUTURE TIME.

Future tense.....I shall look.

Future tense perfect in state.....I shall have looked.

38. The three tenses representing action or being in a finished state, are called *perfect* tenses, viz.—*present perfect*, *past perfect*, and *future perfect*.

Present perfect.....I have looked.

Past perfect.....I had looked.

Future perfect.....I shall have looked.

39. The word *looked*, which is found in each perfect tense, is a *perfect participle* without the auxiliary *having*.

40. In all the perfect tenses, *finished action* is shown by this *perfect participle*, while the variation of *time* is shown by the different tenses of the auxiliary verb *have*.

Present.....	I have.
Past.....	I had.
Future.....	I shall have.

41. The perf. participle of the verb *look* is *looked*. Placing this after the present tense of the verb *have*, we form the present perfect tense, viz., *I have looked*; in which the verb *have* shows the time and the perfect participle *looked*, the state. The other two perfect tenses are formed in a similar manner.

	TIME.	STATE.
Present perfect.....	I have	looked.
Past perfect.....	I had	looked.
Future perfect.....	I shall have	looked.

42. These tenses being composed of two elements or parts, are called *compound tenses*.

43. The three tenses simply denoting time are called *simple tenses*.

FORMATION OF THE TENSES.

44. The present tense is the *simplest form* of the verb.

EXAMPLES.—*I live.....We move.....They plow.*

45. In emphatic, interrogative, and negative sentences, the auxiliary verb *do* is placed before the infinitive.

EXAMPLES.—Perdition seize thee, but I *do love* thee.

Do you intend to stay?

This compliance, however, *does not* satisfy the people.

46. The present perfect tense is formed by placing *have* before the perfect participle.

EXAMPLES.—I *have* lived. . . . They *have* plowed.

47. The past tense is formed regularly by adding *ed* to the present.

EXAMPLES.—I *lived*. . . . We *moved*. . . . We *plowed*.

48. This tense is formed in emphatic, interrogative, and negative sentences by placing *did*, the past of *do*, before the infinitive.

EXAMPLES.—He *did* tell me a lie. . . . They *did* not deny it.
Did the storm last all night?

49. The past perfect tense is formed by placing *had* before the perfect participle.

EXAMPLES.—I *had* lived. . . . They *had* plowed.

50. The future tense is formed by prefixing *shall* or *will* to the present infinitive.

EXAMPLES.—We *shall move*. . . . They *shall plow*.

51. When we wish simply to *foretell* or *predict*, *shall* is used in the first person and *will* in the second and third; but when we wish to express *determination* or *compulsion*, *will* is used in the first person and *shall* in the second and third.

PREDICTION.		DETERMINATION, OR COMPULSION.	
<i>Sing.</i>	{	I shall work.	<i>Sing.</i>
	{	You will work.	
	{	He will work.	
<i>Plur.</i>	{	We shall work.	<i>Plur.</i>
	{	You will work.	
	{	They will work.	
	{	I will work.	
	{	You shall work.	
	{	He shall work.	
	{	We will work.	
	{	You shall work.	
	{	They shall work.	

52. The future perfect tense is formed by prefixing *shall* or *will* to the perfect infinitive. (See 17.)

EXAMPLES.—We shall *have moved*....They shall *have plowed*.

DEFINITION OF THE TENSES.

53. The present tense indicates *present time*.

EXAMPLES.—I *talk*.
We *work*.

54. The present perfect tense usually indicates that the action or existence expressed by the verb is *finished in present time*.

EXAMPLES.—I *have talked*.
We *have worked*.

55. The past tense indicates simply *past time*.

EXAMPLES.—I *talked*.
We *worked*.

56. The past perfect tense indicates that the action or existence expressed by the verb was *finished in past time*.

EXAMPLES.—I *had talked*.
We *had worked*.

57. The future tense indicates *future time*.

EXAMPLES.—I *shall talk*.

You *will work*.

58. The future perfect tense indicates that the action or existence expressed by the verb *will be finished in future time*.

EXAMPLES.—I *shall have talked*.

We *shall have worked*.

59. REMARKS.—It has already been shown that a full programme of tense demands nine changes in the form or termination of the verb. (*See 35.*) Of these the English verb has only two, viz., for the present and past tenses. The seven others are mere collections of words used in place of true tenses which are not found in the conjugation of our verb. Of these we have already cast out the unfinished or progressive tenses, because they are *analyzable* substitutes for tenses.

60. The present perfect and the past perfect are substitutes, but are not analyzable, and consequently must be retained as tenses.

61. But the futures may both be analyzed and taken out of the conjugation, although it does not, at present, seem expedient to do so. They are constructed in every respect like the so-called potential forms already analyzed. [*See 13., (b.)*]

62. Perhaps it should be repeated that these potentials have in many cases as good claims to be called future tenses as the expressions formed with *shall* and *will*. When we wish to show future time in reference to *determination*, we say, "I *will* go;" if in reference to obligation, "I *must* go;" if in reference to ability, "I *can* go," &c.

VOICE.

63. The English verb has no passive voice. In place of such a voice we have a neuter sentence, which can be completely analyzed.

64. The following are examples of expressions usually classed as verbs in the passive voice.

I am struck.

He was injured.

You are loved.

ANALYSIS :— Subject—*I* ; verb — *am* ; complement—*struck*, an adjunct of *I* : indep. neut. sentence.

65. Every tense, person, and number of the so-called passive voice may be analyzed in the same way. The construction is exactly the same as when an adjective follows the neuter verb and is analyzed similarly.

EXAMPLES FOR ANALYSIS :

I am angry.

He was hurt.

Is she deranged ?

Was he crazy ?

66. SYNOPSIS OF THE REGULAR VERB *TALK*.

Present.....	I talk.
Present perfect.....	I have talked.
Past.....	I talked.
Past perfect.....	I had talked.
Future.....	I shall talk.
Future perfect	I shall have talked.

CONJUGATION.

67. Conjugation is a regular arrangement of the verb showing its various tenses, persons, and numbers.

CONJUGATION OF THE REGULAR VERB *TURN*.

PRESENT.	Sing.	1. I turn.	PAST PERFECT.	Sing.	1. I had turned.
		2. You turn.			2. You had turned.
		3. He turns.			3. He had turned.
	Plur.	1. We turn.		Plur.	1. We had turned.
		2. You turn.			2. You had turned.
		3. They turn.			3. They had turned.
PRESENT PERF.	Sing.	1. I have turned.	FUTURE.	Sing.	1. I shall turn.
		2. You have turned.			2. You will turn.
		3. He has turned.			3. He will turn.
	Plur.	1. We have turned.		Plur.	1. We shall turn.
		2. You have turned.			2. You will turn.
		3. They have turned.			3. They will turn.
PAST.	Sing.	1. I turned.	FUTURE PERF.	Sing.	1. I shall have turned.
		2. You turned.			2. You will have turned.
		3. He turned.			3. He will have turned.
	Plur.	1. We turned.		Plur.	1. We shall have turned.
		2. You turned.			2. You will have turned.
		3. They turned.			3. They will have turned.

68. CONJUGATION OF THE IRREGULAR VERB *BE*.

PRESENT.	Sing.	1. I am.	PAST PERFECT.	Sing.	1. I had been.
		2. You are.			2. You had been.
		3. He is.			3. He had been.
	Plur.	1. We are.		Plur.	1. We had been.
		2. You are.			2. You had been.
		3. They are.			3. They had been.
PRESENT PERF.	Sing.	1. I have been.	FUTURE.	Sing.	1. I shall be.
		2. You have been.			2. You will be.
		3. He has been.			3. He will be.
	Plur.	1. We have been.		Plur.	1. We shall be.
		2. You have been.			2. You will be.
		3. They have been.			3. They will be.
PAST.	Sing.	1. I was.	FUTURE PERF.	Sing.	1. I shall have been.
		2. You were.			2. You will have been.
		3. He was.			3. He will have been.
	Plur.	1. We were.		Plur.	We shall have been.
		2. You were.			You will have been.
		3. They were.			They will have been.

69. It has been remarked already that the verb *be* shows traces of mode. This should be remembered in the conjugation. In the present tense we find that, in common with other verbs, it has a conditional form composed of its infinitive with an ellipsis of *shall*, *should*, or some verb of this class. [See 13., (a.)]

EXAMPLES.—If I (should) be.

If you (should) be.

If he (should) be.

Plural.

If we (should) be.

If you (should) be.

If they (should) be.

70. In the past tense we find *were* (for a subjunctive form) instead of *was* in the first and third persons singular. [See 13., (c.)]

71. This verb is the only one in the English language whose present tense and infinitive differ in form, the present being *am*, *are*, or *is*, and the infinitive (and imperative also) being *be*.

72. In the present and past tenses, *condition* or *uncertainty* is often expressed by the subjunctive form *without the sec. connective*. In such sentences the auxiliary of the *perfect past tense* and the principal verb in the *simple tenses* are placed before the subject.

EXAMPLE.—“ *Were* he a coward, he would have trembled.”

(a.) This expression is the same in meaning as "If he were a coward, he would have trembled."

(a.) CONDITION OR UNCERTAINTY
WITH THE SEC. CONNECTIVE.

CONDITION OR UNCERTAINTY
WITHOUT THE SEC. CONNECTIVE.

If I had been	Had I been.
If you had been	Had you been.
If he had been	Had he been.
If we had been	Had we been.
If you had been	Had you been.
If they had been	Had they been.

73. A REGULAR VERB is a verb that forms its past tense and perf. participle by adding *ed* to the present.

EXAMPLE.—Present—I *turn*; past—I *turned*; perf. participle—*turned*.

74. IRREGULAR VERBS are those which do not form their past tense and perf. participle by adding *ed* to the present.

EXAMPLE.—Present—I *draw*; past—I *drew*; perf. participle—*drawn*.

75. The *principal parts* of a verb are the *present* and the *past* tenses, and the *perf. participle*.

76. The *principal parts* are so called because when these are known, the verb may be easily conjugated through all its modes and tenses by the general rules for their formation.

(a.) NOTE.—The incorrect use of the tenses of the irregular verb, is a fruitful source of blunders. The perf. participle is often used for the past tense.

EXAMPLES.—“I *done* it.” “They *seen* him”—instead of “I *did* it.”
“They *saw* him.”

(b.) NOTE.—The past tense is sometimes used instead of the perf. participle.

EXAMPLE.—“The men *had went*.”

77. The principal parts of an irregular verb are found by reference to the table which follows. Take, for example, the irregular verb *draw*. By reference to the table we find its present is “*draw*,” its past “*drew*,” its perf. participle *drawn*.

From the infinitive, which has the same form as the present, we form the future tense by prefixing *shall* or *will*, and have the three simple tenses.

Present.....	I draw.
Past.....	I drew.
Future.....	I shall draw.

We now proceed to form the compound tenses.

(b.) The present perfect is formed by prefixing the present tense of the verb *have* to the perfect participle: thus—I *have drawn*.

(c.) The past perfect tense is formed by prefixing *had* (the past tense of the verb *have*), to the same participle: thus—I *had drawn*.

(d.) The future perfect tense is formed by prefixing *shall have* (the futurè tense of *have*), to the same participle: thus—I *shall have drawn*.

(e.) We can now give a complete synopsis of the tenses of the verb *draw*.

SIMPLE TENSES.

Present.....I draw.
 Past.....I drew.
 Future.....I shall draw.

COMPOUND TENSES.

Present perf....I have drawn.
 Past perf.....I had drawn.
 Future perf....I shall have drawn.

78. Arrangement of the tenses according to their order.

Present.....I draw.
 Present perfect.....I have drawn.
 Past.....I drew.
 Past perfect.....I had drawn.
 Future.....I shall draw.
 Future perfect.....I shall have drawn.

79. SYNOPSIS OF THE TENSES OF THE VERB ABIDE.

PRINCIPAL PARTS:—*Present*.....I abide.
 Past.....I abode.
 Perfect participle.....Abode.

Present.....I abide.
 Present perfect.....I have abode.
 Past.....I abode.
 Past perfect.....I had abode.
 Future.....I shall abide.
 Future perfect.....I shall have abode.

80. SYNOPSIS OF THE TENSES OF THE VERB COME.

PRINCIPAL PARTS:—*Present*.....I come.
 Past.....I came.
 Perfect participle.....Come.

Present.....I come.
 Present perfect.....I have come.
 Past.....I came.

Past perfect.....I had come.
 Future.....I shall come.
 Future perfect.....I shall have come.

81. SYNOPSIS OF THE TENSES OF THE VERB DO

PRINCIPAL PARTS:—*Present*.....I do.
 Past.....I did.
 Perfect participle.....Done.

Present.....I do.
 Present perfect.....I have done.
 Past.....I did.
 Past perfect.....I had done.
 Future.....I shall do.
 Future perfect.....I shall have done.

82. SYNOPSIS OF THE TENSES OF THE VERB EAT.

PRINCIPAL PARTS:—*Present*.....I eat.
 Past.....I ate.
 Perfect participle.....Eaten.

Present.....I eat.
 Present perfect.....I have eaten.
 Past.....I ate.
 Past perfect.....I had eaten.
 Future.....I shall eat.
 Future perfect.....I shall have eaten.

83. SYNOPSIS OF THE TENSES OF THE VERB GIVE.

PRINCIPAL PARTS:—*Present*.....I give.
 Past.....I gave.
 Perfect participle.....Given.

Present.....I give.
 Present perfect.....I have given.
 Past.....I gave.
 Past perfect.....I had given.
 Future.....I shall give.
 Future perfect.....I shall have given.

84. SYNOPSIS OF THE TENSES OF THE VERB GO.

PRINCIPAL PARTS:—*Present*.....I go.
Past.....I went.
Perfect participle.....Gone.

Present.....I go.
Present perfect.....I have gone.
Past.....I went.
Past perfect.....I had gone.
Future.....I shall go.
Future perfect.....I shall have gone.

85. SYNOPSIS OF THE TENSES OF THE VERB SEE.

PRINCIPAL PARTS:—*Present*.....I see.
Past.....I saw.
Perfect participle.....Seen.

Present.....I see.
Present perfect.....I have seen.
Past.....I saw.
Past perfect.....I had seen.
Future.....I shall see.
Future perfect.....I shall have seen.

86. In the following list, the irregular verbs are classified according to their similarity of form in the past tense and perfect participle.

87. Verbs of the *first class* change the vowel of their final syllable in the present, into *e* to form the past tense, and add *en* to the present to form the perfect participle.

PRESENT.	PAST.	PERF. PART.
Fall.....	fell.....	fallen.
Befall.....	befell.....	befallen.

88. Verbs of the second class terminate, in the past tense, in *ew*, and their perfect participle ends in *wn*.

PRESENT.	PAST.	PERF. PART.
Blow.....	blew.....	blown.
Throw.....	threw.....	thrown.
Know.....	knew.....	known.
Grow.....	grew.....	grown.
Fly.....	flew.....	flown.
Draw.....	drew.....	drawn.

89. Verbs of the third class change the vowel or diphthong of the present into *o* to form the past tense and perfect participle, and their perfect participles end in *en*.

PRESENT.	PAST.	PERF. PART.
Weave.....	wove.....	woven.
Cleave.....	clove.....	cloven.
Freeze.....	froze.....	frozen.
Steal.....	stole.....	stolen.
Speak.....	spoke.....	spoken.
Break.....	broke.....	broken.
Choose.....	chose.....	chosen.
Beget.....	begot.....	begotten.
Tread.....	trod.....	trodden.
Forget.....	forgot.....	forgotten.

(a.) Similar verbs having *oo* in the past tense :

PRESENT.	PAST.	PERF. PART.
Shake.....	shook.....	shaken.
Take.....	took.....	taken.
Forsake.....	forsook.....	forsaken.

90. Verbs of the fourth class change the diphthong

of the present into *o* to form the past tense and perf. participle, the participle ending in *n*.

PRESENT.	PAST.	PERF. PART.
Swear.....	swore.....	sworn.
Bear.....	bore	borne.
Forbear	forbore.....	forborne.
Tear.....	tore.....	torn.
Wear.....	wore.....	worn.

91. Verbs of the fifth class change *i* of the present into *o* to form the past tense, the perf. participle retaining the *i* and ending in *en*.

PRESENT.	PAST.	PERF. PART.
Rise.....	rose.....	risen.
Arise	arose	arisen.
Smite.....	smote.....	smitten.
Ride.....	rode.....	ridden or rode.
Stride.....	strode.....	stridden.
Drive.....	drove.....	driven.
Thrive.....	throve.....	thriven.
Strive.....	strove.....	striven.
Write.....	wrote.....	written.

92. Verbs of the sixth class change *i* of the present into *a* in the past and into *u* in the perf. participle.

PRESENT.	PAST.	PERF. PART.
Begin.....	began.....	begun.
Sing.....	sang	sung.
Spring.....	sprang.....	sprung.
Ring.....	rang.....	rung.
Shrink.....	shrank.....	shrunk.
Sink	sank.....	sunk.
Drink.....	drank.....	drunk.
Swim	swam.....	swum.

93. Verbs of the seventh class change the vowel of the present into *u* to form the past tense and perf. participle, which are alike.

PRESENT.	PAST.	PERF. PART.
Dig.....	dug.....	dug.
Stick.....	stuck.....	stuck.
Burst.....	burst.....	burst.
Stink.....	stunk.....	stunk.
Slink.....	slunk.....	slunk.
Sling.....	slung.....	slung.
String.....	strung.....	strung.
Cling.....	clung.....	clung.
Fling.....	flung.....	flung.
Sting.....	stung.....	stung.
Ring.....	rung.....	rung.
Swing.....	swung.....	swung.
Spin.....	spun.....	spun.
Hang, R*.....	hung.....	hung.

94. Verbs of the eighth class have their past tense and perf. participles alike, and each of these parts contains the diphthong *ou* or *au*.

PRESENT.	PAST.	PERF. PART.
Find.....	found.....	found.
Bind.....	bound.....	bound.
Grind.....	ground.....	ground.
Wind.....	wound.....	wound.
Fight.....	fought.....	fought.
Buy.....	bought.....	bought.
Seek.....	sought.....	sought.
Teach.....	taught.....	taught.
Catch.....	caught.....	caught.
Bring.....	brought.....	brought.

* Verbs marked R, have also a regular form.

PRESENT.	PAST.	PERF. PART.
Beseech.....	besought.....	besought.
Work, R.....	wrought.....	wrought.
Think.....	thought.....	thought.

95. Verbs of the ninth class have their past tenses and perf. participles alike, both ending in *d*.

PRESENT.	PAST.	PERF. PART.
Bleed.....	bled.....	bled.
Breed.....	bred.....	bred.
Lead.....	led.....	led.
Shed.....	shed.....	shed.
Read.....	read.....	read.
Shred.....	shred.....	shred.
Hear.....	heard.....	heard.
Speed.....	sped.....	sped.
Flee.....	fled.....	fled.
Rid.....	rid.....	rid.
Hold.....	held.....	held.
Clothe, R.....	clad.....	clad.
Say.....	said.....	said.
Pay.....	paid.....	paid.
Lay.....	laid.....	laid.
Have.....	had.....	had.
Sell.....	sold.....	sold.
Tell.....	told.....	told.
Spread.....	spread.....	spread.
Stand.....	stood.....	stood.
Shoe.....	shod.....	shod.

96. Verbs of the tenth class have their past tenses and perf. participles alike, both ending in *t*.

PRESENT.	PAST.	PERF. PART.
Bet.....	bet.....	bet.
Set.....	set.....	set.

PRESENT.	PAST.	PERF. PART.
Let.....	let.....	let.
Meet.....	met.....	met.
Beat.....	beat.....	beat or beaten.
Bend.....	bent.....	bent.
Bite.....	bit.....	bit or bitten.
Build.....	built.....	built.
Bereave, R.....	bereft.....	bereft.
Cast.....	cast.....	cast.
Cost.....	cost.....	cost.
Creep.....	crept.....	crept.
Sleep.....	slept.....	slept.
Weep.....	wept.....	wept.
Sweep.....	swept.....	swept.
Leap, R.....	leapt.....	leapt.
Keep.....	kept.....	kept.
Deal.....	dealt.....	dealt.
Feel.....	felt.....	felt.
Dwell.....	dwelt.....	dwelt.
Smell.....	smelt.....	smelt.
Kneel.....	knelt.....	knelt.
Dream, R.....	dreamt.....	dreamt.
Get.....	got.....	got.
Gild, R.....	gilt.....	gilt.
Gird, R.....	girt.....	girt.
Hit.....	hit.....	hit.
Sit.....	sat.....	sat.
Knit.....	knit.....	knit.
Leave.....	left.....	left.
Lend.....	lent.....	lent.
Send.....	sent.....	sent.
Rend.....	rent.....	rent.
Mean.....	meant.....	meant.
Light*.....	lit.....	lit.
Loose.....	lost.....	lost.
Put.....	put.....	put.
Quit.....	quit.....	quit.
Shut.....	shut.....	shut.

PRESENT.	PAST.	PERF. PART.
Slit.....	slit.....	slit.
Spit.....	spit or spat.....	spit.
Split.....	split.....	split.
Sweat.....	sweat.....	sweat.
Thrust.....	thrust.....	thrust.
Wet, R.....	wet.....	wet.

97. Verbs of the eleventh class form their past tenses regularly and their perf. participles irregularly, the latter ending in *n*.

PRESENT.	PAST.	PERF. PART.
Grave, R.....	graved.....	graven.
Shave, R.....	shaved.....	shaven.
Hew.....	hewed.....	hewn.
Lade.....	laded.....	laden.
Mow.....	mowed.....	mown, R.
Rive.....	rived.....	riven.
Saw.....	sawed.....	sawn, R.
Shear.....	sheared.....	shorn.
Show.....	showed.....	shown.
Sow.....	sowed.....	sown.
Strew.....	strewed.....	strown.
Swell.....	swelled.....	swollen, R.

98. Verbs of the twelfth class form their past tenses irregularly and their perf. participles regularly.

PRESENT.	PAST.	PERF. PART.
Crow.....	crew.....	crowed.
Dare.....	durst, R.....	dared.

DEFECTIVE VERBS.

99. Defective verbs are those which are not found in all the principal parts. They are—

PRESENT.	PAST.	PERF. PART.
Ought.....	ought.....	_____
_____	quoth.....	_____
_____	wist.....	_____
Beware.....	_____	_____
May.....	might.....	_____
Can.....	could.....	_____
Shall.....	should.....	_____
Will.....	would.....	_____
Must.....	must.....	_____

100. These verbs have no perfect participle and consequently no compound tenses.

(a.) *May, will, can, might, could, shall, should, would,* and *must*, are *always* followed by the infinitive without the particle *to*.

(b.) The tense of *ought* and *must* is determined by the tense of the infinitive which follows them.

CHAPTER VII.

ADJUNCTS.

1. An adjunct is any *word, phrase, or sentence*, joined to a word to limit or modify it.

2. Adjuncts are of two kinds, *adnominal* and *adverbial*.

3. An adjunct which limits a noun or pronoun, is called an *adnominal adjunct*.

4. An adjunct which limits a *verb, adjective, participle, or adverbial word*, is called an *adverbial adjunct*.

ADNOMINAL ADJUNCTS.

5. An adnominal adjunct consisting of a single word, is called an *adnominal word*.

6. An adnominal adjunct consisting of a phrase, is called an *adnominal phrase*.

7. An adnominal adjunct consisting of a sentence, is called an *adnominal sentence*.

ADJUNCTS OF THE SUBJECT. — ADNOMINAL WORDS.

8. The subject may be limited by *adnominal words*.

EXAMPLES.—*Industrious* men succeed.

Peter, *turning*, said.

Seven warriors were slain.

The house was overthrown.

9. Frequently several adnominal words modify a single subject.

EXAMPLES.—*The splendid* palace was destroyed.
The good old man replied.

10. An adnominal word which limits the subject, may be a *noun possessive*.

EXAMPLES.—The *General's* horse fell under him.
 The *people's* candidate defeated himself.
 A *buffalo's* strength lies in his neck.

(a.) NOTE.—The possessive form is derived from the old Saxon genitive (possessive) whose termination was *is*. To prevent the inconvenience of pronouncing an additional syllable, the *i* was dropt and the omission marked by an apostrophe; thus, *John's* hat. In cases where the word ended in *s*, the entire termination was dropt and the omission marked by an apostrophe; thus, *boys'* hat, instead of *boyis* hat. This is also true when the word ends in an (*s*) sound; as *conscience's* sake.

The MINSTREL'S music filled the hall.

(b.) *Minstrel's* is an adnominal word—a noun possessive limiting *music*.

EXAMPLES.—*Freedom's* stronghold is among rocks and mountains.
 The *emperor's* guard consisted of three hundred and twenty grenadiers.

11. An adnominal word limiting the subject may be a *noun in apposition*.

12. A noun annexed to another noun to explain or characterize it, is said to be in *apposition* with it.

Samuel, THE PROPHET, *anointed David*.

(a) *Prophet* is an adnominal word—a noun in apposition characterizing *Samuel*.

EXAMPLES.—Pitt, the *orator*, addressed the people.

Jonathan, the *son* of Saul, died with his father.

Peter, the *hermit*, preached the first crusade.

13. *Proper names* are often *adnominal words* used to limit the subject.

RICHARD *Cromwell* defeated the royal forces.

(a.) *Richard* is an adnominal word—a proper noun limiting *Cromwell*.

EXAMPLES.—James Stuart succeeded to the crown of England.

Thomas Paine wrote the “Age of Reason.”

The *Tremont* House stands in *Tremont* street.

14. An adnominal word which limits the subject may be a *common noun*.

CAPTAIN *Kidd* concealed his treasures.

(a.) *Captain* is an adnominal word—a common noun used to limit *Kidd*.

EXAMPLES.—*Senator* Hale opposed the resolution.

King James abdicated his throne.

General Bonaparte was beaten at Waterloo.

15. An adnominal word which limits the subject, may be a *personal pronoun possessive*.

EXAMPLES.—*His* father died.

Our hopes are blasted.

My eye is dim.

Your words are true.

Our days are as the grass.

Your words are friendly.

Their trials proved blessings.

His works remain.

The tree dies and *its* leaves fall.

16. An adnominal word which limits the subject, may be a *personal pronoun in apposition*.

EXAMPLES.—My friend, *he* that assisted me, has returned home.

Your sister, *she* who wrote the letter, forgot to mention you.

17. An adnominal word which limits the subject, may be an *intensive pronoun*.

18. The intensives are formed by prefixing the *personal pronoun possessive* of the first or second person, or the *personal pronoun objective* of third person, to the word *self* or *selves*.

	SING.	PLURAL.
First Person	Myself.....	Ourselves.
Second Person.....	Yourself.....	Yourselves.
Third Person {	Himself.....	Themselves.
	Herself.....	Themselves.
	Itself.....	Themselves.

The king HIMSELF has followed her.

(a.) *Himself* is an adnominal word—an intensive pronoun limiting *king*.

EXAMPLES.—I *myself* will attend to the affair.

We *ourselves* are much to blame.

You have *yourself* forfeited all claim to pity.

The jurymen *themselves* were stung with remorse.

19. The subject is sometimes contained in, and limited by, one of the double pronouns, *mine*, *thine*, *his*, *hers*, *yours*, *theirs*.

20. These words are compound *in office*, representing both the possessor and the thing possessed. Their forms determine the person and number of the *pronoun possessive*, while the number and person of the *noun possessed* must be determined by referring to it, as it will always be expressed in another part of the sentence.

Your pupils are idle, MINE are industrious.

(a.) *Mine* is a double pronoun representing the possessor and the thing possessed. As a pronoun possessive limiting the subject, it is first person, singular number, and stands for *my*; as subject of the sentence, it stands for *pupils*, and is a pronoun, third person, plural number.

EXAMPLES.—*Thine* be the glory; *ours* the endless bliss.

My brother has arrived; *yours* will be here soon.

Your friends are many; *mine* are few.

21. An adnominal word which limits the subject may be a *relative* or *interrogative pronoun possessive*.

(a.) NOTE.—*Whose* is the common possessive of all the relative and interrogative pronouns.

The man *WHOSE* *effort had failed, went away disheartened.*

(b.) *Whose* is an adnominal word—a relative pronoun possessive, limiting *effort*.

Whose son are you?

(c.) *Whose* is an adnominal word—an interrogative pronoun limiting *son*.

EXAMPLES.—A mountain *whose* top was covered with snow, arose on our left.

Whose house was burned?

Sancho, *whose* ire was aroused, replied.

“Oh! thou Eternal One, *whose* presence bright
All space doth occupy.”

22. An adnominal word limiting the subject, may be an adjective.

STRONG *giants lived in olden time.*

(a.) *Strong* is an adnominal word, an adjective, used to limit giants.

EXAMPLES.—*Five* princes were present.

This book is yours.

The man must be mad.

Great oaks grow there.

23. Adjectives are divided into two classes; viz., *qualifying* and *specifying*.

24. A qualifying adjective limits a noun *by expressing some quality existing in it.*

EXAMPLES.—*Good* men are happy.
Strong drink is raging.

COMPARISON OF ADJECTIVES.

25. Comparison is *a change of termination or form* in adjectives, to express different degrees of quality.

26. Qualifying adjectives have two degrees of comparison; the *comparative* and the *superlative*.

27. The simple form simply *expresses a quality.*

EXAMPLES.—*Strong* giants.
Good men.
Mighty heroes.

28. The comparative degree implies a comparison between two objects, and expresses a quality in a degree higher than the positive.

EXAMPLES.—*Stronger* giants.
Better men.
Mightier heroes.

29. The superlative degree implies a comparison between three or more objects, and expresses quality in the highest degree.

EXAMPLES.—*Strongest* giants.
Best men.
Mightiest heroes.

30. The comparative degree of adjectives is regularly formed by adding *er* to the simple form.

31. The superlative degree of adjectives is regularly formed by annexing *est* to the simple form.

32. RULES OF ORTHOGRAPHY APPLICABLE TO THE
COMPARISON OF CERTAIN ADJECTIVES.

I. Final *y* preceded by a consonant changes into *i* before a suffix beginning with a vowel.

EXAMPLE.—*Lovely, lovelier, loveliest.*

II. Final silent *e* is dropped before a suffix beginning with a vowel.

EXAMPLE.—*Noble, nobler, noblest.*

III. When a single consonant stands after a single vowel at the end of a monosyllable, or any word accented on the final syllable, it is doubled before a suffix commencing with a vowel.

EXAMPLE.—*Hot, hotter, hottest.*

Monosyllables, and dissyllables whose terminations readily coalesce form their comparatives and superlatives as shown above. Other qualifying adjectives are not compared, but the same effect is produced by prefixing *more* and *most*.

EXAMPLE.—*Beautiful, more beautiful, most beautiful.*

EXAMPLES OF ADJECTIVES.—

Tall trees grow.*A beautiful* morning dawned upon us.*Nobler* men never lived.The *tallest* man in the regiment was Arthur.The *most powerful* influence was now at work.*A more impudent* scoundrel was never known.*A terrible* accident occurred.How *many* men have arrived ?*What* goods were stolen ?*Seventeen* men returned.

33. A *specifying adjective* merely points out or specifies the noun which it limits.

EXAMPLES.—*The* house.*Six* horses.

34. All *numeral adjectives* are included in this class.

35. Many specifying adjectives have a plural form, and agree in number with the nouns they limit.

SINGULAR.

PLURAL.

This.....these.

That.....those.

(a.) NOTE.—Many of the specifying adjectives are used as *adjective pronouns*.

EXAMPLES.—*This* is excellent and warms the heart.*That* is improbable.

36. An *adnominal* word limiting the subject may be a *participle* :

37. First ; an *imperfect participle*, *transitive* or *intransitive*, as :—

BREAKING *into the low countries*, the *Highlanders* committed great *depredations*.

(a.) ANALYSIS : — Subject — *Highlanders* ; verb — *committed* ; object — *depredations* ; indep. trans. sentence.

Adjuncts of the subject — *the* and *breaking* — adnom. words.

Adjunct of *breaking* — *into countries* — adv. phrase ; connective *into* — sec. connective ; essential element — *countries* ; adjuncts of *countries* — *the* and *low* — adnom. words.

No adjunct of the verb.

Adjunct of the object — *great* — adnom. word.

EXAMPLES. — *Sailing* westward Columbus discovered the islands.

He fell *fighting* like a tiger.

Night *descending* covered the earth with gloom.

Walking over the field, I found much to recall the conflict to my mind.

38. Secondly ; an *imperfect participle neuter*, as :—

BEING *lazy*, he desired no employment.

(a.) ANALYSIS :—Subject — *he* ; verb — *desired* ; object — *employment* ; indep. trans. sentence.

Adjunct of the subject — *being* — adnom. word — an imperfect neuter participle.

Complement of *being* — *lazy* — adnom. word, and farther adjunct of the subject.

No adjunct of the verb.

Adjunct of the object — *no* — adnom. word.

39. The neuter participle, like the neuter verb, is followed by some element which is called its *complement*. The same word which the neuter participle limits, is also limited by this complement.

EXAMPLES.—BEING *weary*, he fell asleep.

SEEMING *uncalled for*, it attracted no notice.

BEING *interested* in the subject, he continued his investigations.

40. Thirdly ; a *perfect participle transitive or intransitive*, as :—

HAVING KILLED *the guards*, *the prisoner* escaped.

(a.) ANALYSIS :—Subject—*prisoner* ; verb—*escaped* ; indep. intrans. sentence.

Adjunct of the subject—*having killed*—adnom. word—a perfect participle.

Object of *having killed*—*guards*.

Adjunct of *guards*—*the*—adnom. word.

No adjunct of the verb.

EXAMPLES.—*Having partaken* of our hospitality, the strangers departed.

We awoke, *having slept* soundly all night.

Having seen the operation, I can speak with certainty.

41. Fourthly ; a *perfect participle neuter*, as :—

HAVING BEEN *interrupted*, *the speaker* sat down.

(a.) ANALYSIS :—Subject—*speaker* ; verb—*sat* ; indep. intrans. sentence.

Adjunct of the subject — *having been* — adnom. word—a perfect participle neuter.

Complement of HAVING BEEN—*interrupted*—adnom. word—an adjunct of the subject.

Farther adjunct of SPEAKER—*the*—adnom. word.

Adjunct of the verb—*down*—adverb. word.

EXAMPLES.—*Having been* once overreached, we were exceedingly wary:
Having become mad, he was confined in the asylum.

42. Fifthly ; a *participle passive*, as :—

The king, DRESSED in royal robes, appeared.

(a.) ANALYSIS :—Subject—*king* ; verb—*appeared* ; indep. intrans. sentence.

Adjunct of the subject—*the*—adnom. word.

Farther adjunct of the subject—*dressed*—adnom. word—a perfect participle passive.

Adjunct of DRESSED—*in robes*—adverb. phrase ; connective—*in*—sec. ; essential element—*robes*.

Adjunct of ROBES—*royal*—adnom. word.

No adjunct of the verb.

EXAMPLES.—*Mingled* with the multitude, were seen several nobles.

The left wing advanced, *supported* by the cavalry.

The patience of the people, *tried* too often, gave way.

Exhausted by hunger and long marches, the little band fell an easy prey to overpowering numbers.

Being *interested*, he did not decide fairly.

(b.) NOTE.—The participle neuter and its complement being distinct elements, should *always* be parsed separately.

ADNOMINAL PHRASES.

43. The subject may be limited by an *adnominal phrase*.

44. A phrase usually consists of a *noun* or *pronoun*, or some *element used substantively*, preceded by a *secondary connective*.

45. This element is called the *essential element* of the phrase.

46. The subject may be limited by an adnominal phrase whose essential element is a *noun*.

The morals OF the CRUSADERS corrupted the heathen.

(a.) ANALYSIS :—Subject—*morals* ; verb—*corrupted* ; object—*heathen* ; indep. trans. sentence.

Adjunct of the subject—*the*—adnom. word.

Farther adjunct of the subject—*of crusaders*—adnom. phrase ; connective—*of*—sec. ; essential element—*crusaders*.

Adjunct of CRUSADERS—*the*—adnom. word.

No adjunct of the verb.

Adjunct of the object—*the*—adnom. word.

47. The subject may be limited by a phrase whose essential element is a participial noun.

His exertions IN WRESTLING had exhausted him.

(a.) ANALYSIS : — Subject — *exertions* ; verb — *had exhausted* ; object—*him* ; indep. trans. sentence.

Adjunct of the subject—*his*—adnom. word.

Farther adjunct of the subject—*in wrestling*—adnom. phrase—connected by *in*—sec. connective.

Essential element of the phrase—*wrestling*—a participial noun.

No adjunct of the verb.

No adjunct of the object.

EXAMPLES.—Weariness *from marching* bore heavily upon us.

The delay *in escaping* was disastrous.

The possibility *of escaping* seemed dubious.

(b.) NOTE.—When the essential element of a phrase is a *transitive participle*, it will, like a transitive verb, be followed by an object. The adjuncts of the participle may be either adnominal or adverbial.

The necessity FOR GUARDING *the frontier* became daily more apparent.

(c.) ANALYSIS :—Subject—*necessity*; verb—*became*; complement—*apparent*—indep. neuter sentence.

Adjunct of the subject—*the*—adnom. word.

Farther adjunct of the subject—*for guarding*—adnom. phrase.

Connective of the phrase—*for*—sec. connective.

Essential element of phrase—*guarding*—a transitive participial noun.

Object of the participle—*frontier*.

Adjunct of frontier—*the*—adnom. word.

Adjunct of the complement—*more*—adnom. word.

EXAMPLES.—The good effect *of encouraging* art is obvious to all.
The habit *of wasting* time clings to us.

The necessity OF BEING *prudent* was quite evident.

48. NOTE.—The expression “being prudent,” corresponds to the predicate of the neuter sentence “he *is prudent*.” The neut. verb *is* is changed to the imp. neut. participle *being*, and the fact which the sentence *asserts* is here merely *assumed*.

(a.) ANALYSIS:—Subject—*necessity*; verb—*was*; complement—*evident*; indep. neut. sentence.

Adjunct of the subject—*the*—adnom. word.

Farther adjunct of the subject—*of being*—adnom. phrase, which is followed by the complement—*prudent*.

Connective—*of*—sec.; essential element—*being*.

No adjunct of the verb.

Adjunct of the complement—*quite*; adv. word.

The prospect OF BEING *a prisoner*, discouraged me.

(b.) ANALYSIS:—Subject—*prospect*; verb—*discouraged*; object—*me*; indep. trans. sentence.

Adjunct of the subject—*the*—adnom. word.

Farther adjunct of the subject—*of being*—adnom. phrase.

Connective—*of*—sec.; essential element—*being*—which is followed by its complement—*prisoner*.

Adjunct of prisoner—*a*—adnom. word.

No adjunct of the verb.

No adjunct of the object.

Our joy AT BEING released, was great.

(c.) In this case the complement of the imp. neut. participle is the perf. pass. participle *released*.

The fact OF HIS HAVING BEEN convicted of theft, was notorious.

(d.) ANALYSIS:—Subject—*fact*; verb—*was*; complement—*notorious*; indep. neuter sentence.

Adjunct of the subject—*the*—adnom. word.

Farther adjunct of the subject—*of having been*—adnom. phrase; connective—*of*—sec.; essential element—*having been*, which has for its complement the perf. passive participle *convicted*.

Adjunct of *having been*—*his*—adnominal word.

Adjunct of *convicted*—*of theft*—adverb. phrase.

No adjunct of the verb.

No adjunct of the complement of the verb.

EXAMPLES.—The habit *of being* intoxicated had grown upon him.
The folly *of seeming* what we are not, is often proved.
The possibility *of becoming* a drunkard ought to warn every one who tampers with the cup.

49. The subject may be limited by a verbal noun, a *verb infinitive*.

The desire TO DRINK *raged* *within him*.

(a.) ANALYSIS :—Subject—*desire* ; verb—*raged* ; indep. intrans. sentence.

Adjunct of the subject—*the*—adnom. word.

Farther adjunct of the subject—*to drink*—verbal noun, consisting of a verb infinitive.

Adjunct of the verb—*within him*—adverb. phrase.

EXAMPLES.—His intention *to strangle* the prisoners, was put in execution.

A desire *to excel* spurred him on.

A determination *to succeed* in all that he undertook, characterized him.

Motives *to act* uprightly are constantly before us.

(b.) NOTE.—This expression has been usually classed as a phrase ; hence its appearance among phrases ; but, since *to* in these cases, has no signification of its own, and no connecting power, it is thought best to regard the expression as a single element—a verbal noun in apposition with the noun limited.

Power TO OVERCOME *difficulties* *lies* *in an invincible will*.

(c.) ANALYSIS :—Subject—*power* ; verb—*lies* ; indep. intrans. sentence.

Adjunct of the subject—*to overcome*—verbal noun, a verb infinitive.

Object of *to overcome*—DIFFICULTIES.

Adjunct of the verb—*in will*—adverb. phrase.

Connective—*in*—sec. ; essential element—*will*.

Adjuncts of *will*—AN and INVINCIBLE—adnom. words.

(d.) NOTE.—When the infinitive is transitive, it requires an object.

EXAMPLES.—His effort *to effect* a reconciliation failed.

The ability *to speak* French correctly, is not easily acquired.

His desire TO BE *a king* *was gratified*.

(e.) ANALYSIS:—Subject—*desire*; verb—*was*; complement—*gratified*.

Adjunct of the subject—*his*—adnom. word.

Farther adjunct of the subject—*to be*—verbal noun in apposition, a neuter infinitive.

Complement of the neuter infinitive—*king*.

Adjunct of *king*—*a*—adnom. word.

EXAMPLE.—His determination *to be* foremost in every enterprise, was manifest.

50. The subject may be limited by a phrase whose essential element is a pronoun.

My letter TO HIM *will explain my conduct*.

(a.) ANALYSIS:—Subject—*letter*; verb—*will explain*; object—*conduct*; indep. trans. sentence.

Adjunct of the subject—*my*—adnom. word.

Farther adjunct of the subject—*to him*—adnom. phrase; connective—*to*—sec.; essential element—*him*.

No adjunct of the verb.

Adjunct of the object—*my*—adnom. word.

(b.) NOTE.—The personal pronouns and the relative pronoun *who*, when they become the essential elements of a phrase, take the objective form; thus—with *me*, of *thee*, by *him*, for *whom*, with *them*, to *her*.

EXAMPLES.—My love *for thee* was wonderful.

The search *for him* was unsuccessful.

My stay *with thee* shall be short.

The ambassador's business *with them* was well known.

A message *from her* is on the table.

The monastery, the road *to which* was not easily found, stood in the grove.

ADNOMINAL SENTENCES.

51. The subject may be limited by a dependent adnominal sentence.

An adjunct WHICH LIMITS A NOUN, is adnominal.

(a.) ANALYSIS :—SUBJECT—*adjunct*; VERB—*is*; COMPLEMENT—*adnominal*.

Adjunct of the SUBJECT—*an*—adnom. word.

Farther adjunct of the SUBJECT—*which limits noun*—dep. trans. adnom. sentence; CONNECTIVE—*which*—sec.; SUBJECT—*which*; VERB—*limits*; OBJECT—*noun*.

Adjunct of the object—*a*—adnominal word.

No adjunct of the VERB.

No adjunct of the COMPLEMENT.

(b.) NOTE.—In the analysis of this and the following examples, the principal parts of the indep. sentence are printed in large capitals,

while the same parts of the dep. sentences are printed in smaller type. When, in any part of the analysis, the subject or any principal part of either sentence is mentioned, the same type is used.

A comet WHICH WAS HERETOFORE UNKNOWN, has made its appearance.

(c.) ANALYSIS:—SUBJECT—*comet*; VERB—*has made*; OBJECT—*appearance*; indep. trans. sentence.

Adjunct of the SUBJECT—*a*—adnom. word.

Farther adjunct of the SUBJECT—*which was unknown*—dep. neut. adnom. sentence; CONNECTIVE—*which*; SUBJECT—*which*; VERB—*was*; COMPLEMENT—*unknown*.

Adjunct of UNKNOWN—*heretofore*—adverb. word.

The VERB has no adjuncts.

Adjunct of the OBJECT—*its*—adnominal word.

Such philosophers AS INVESTIGATED THE SUBJECT, were satisfied.

(d.) ANALYSIS:—SUBJECT—*philosophers*; VERB—*were*; COMPLEMENT—*satisfied*.

Adjunct of the SUBJECT—*such*—adnom. word.

Farther adjunct of the SUBJECT—*as investigated subject*—dep. trans. adnom. sentence; CONNECTIVE—*as*; SUBJECT—*as*; VERB—*investigated*; OBJECT—*subject*.

Adjunct of the OBJECT—*the*—adnom. word.

As many AS HEARD, believed.

(e.) ANALYSIS :—SUBJECT—*many* ; VERB—*believed* ; indep. sentence. (*Many* here is an adjective pronoun.)

Adjunct of *many* (as an adjective)—*as*—adverb. word.

Adjunct of *many* (as a pronoun)—*as heard*—dep adnom. sen. ; CONNECTIVE—*as*—sec. ; SUBJECT—*as* ; VERB—*heard*.

The VERB has no adjuncts.

EXAMPLES.—As much *as I have*, I will give to you.

Such instances of fidelity *as I have now to record*, are few.

As much plunder *as the Indians had stolen*, was brought back by the whites.

As noble men *as the world ever saw*, pledged themselves to the cause.

(f.) NOTE.—In examples like the above, when *as* follows a *qualifying* adjective which is itself preceded by *as* or *so*, the ellipsis is easily supplied. In the example referred to, we may say *as noble men as those are whom the world ever saw*, *pledged, &c., &c.*

(g.) *The candidate* WHOM WE ELECTED, *gained a large majority of votes.*

(h.) ANALYSIS :—SUBJECT—*candidate* ; VERB—*gained* ; OBJECT—*majority* ; indep. trans. sentence.

Adjunct of the SUBJECT—*the*—adnom. word.

Farther adjunct of the SUBJECT—*whom we elected*—dep. trans. adnominal sentence ; CONNECTIVE—*whom*—sec. ; SUBJECT—*we* ; VERB—*elected* ; OBJECT—*whom*.

The VERB has no adjuncts.

Adjuncts of the OBJECT—*a*—and *large*—adnom. words.

Farther adjunct of the OBJECT—*of votes*—adnom. phrase.

EXAMPLES.—The power *which brings a pin* to the ground, holds the earth in its orbit.

The event *which I have mentioned*, transpired long ago.

The pledge *that this sot had made*, was soon violated.

This accession *which was heralded* as a godsend to the army, was the true cause of its defeat.

52. The connective *than*, by ellipsis of an element, is sometimes used as a relative and connective of an adnominal sentence.

A larger sum THAN MY FATHER COULD AFFORD, *was expended on my education.*

(a.) ANALYSIS:—SUBJECT—*sum*; VERB—*was*; COMPLEMENT—*expended*; indep. neut. sentence.

Adjuncts of the SUBJECT—*a* and *larger*—adnom. words.

Farther adjunct of the SUBJECT as limited by *larger*—*than my father could afford*—dependent adnominal sentence; CONNECTIVE—*than*; SUBJECT—*father*; VERB—*could*; INFINITIVE AFTER THE VERB—*afford*.

Adjunct of FATHER—*my*—adnom. word.

Object of the infinitive *afford*—*than*.

EXAMPLES.—More slaves *than were needed*, were employed.

A broader prairie *than we had before seen*, now stretched out before us.

More *than was sufficient* for our necessities, was contributed.

53. While the relative pronoun is the connective of an adnom. sentence, it is also, in many cases, the essential element of a phrase which limits some other word.

Fame, OF WHICH HE KNEW THE EMPTINESS, *was despised*.

(a.) ANALYSIS:—SUBJECT—*fame*; VERB—*was*; COMPLEMENT—*despised*; indep. neut. sentence.

Adjunct of the SUBJECT—*of which he knew emptiness*—dep. adnom. sentence; CONNECTIVE—*which*; SUBJECT—*he*; VERB—*knew*; OBJECT—*emptiness*.

No adjunct of the SUBJECT.

The VERB has no adjuncts.

Adjunct of the OBJECT—*of which*—adnom. phrase.

The VERB has no adjuncts.

The COMPLEMENT has no adjuncts.

Socrates, the LIFE OF WHOM PROVED HIS UPRIGHTNESS, *died by poison*.

(b.) ANALYSIS:—SUBJECT—*Socrates*; VERB—*died*; indep. intrans. sentence.

Adjunct of the SUBJECT—*life of whom proved his uprightness*—dep. trans. adnom. sentence; CON-

NECTIVE—*whom* ; SUBJECT—*life* ; VERB—*proved* ; OBJECT—*uprightness*.

Adjunct of the SUBJECT—*the*—adnom. word.

Farther adjunct of the SUBJECT—*of whom*—adnom. phrase ; CONNECTIVE—*of*—sec. ; ESSENTIAL ELEMENT—*whom*.

No adjunct of the VERB.

Adjunct of the OBJECT—*his*—adnom. word.

Adjunct of the VERB—*by poison*—adverb. phrase ; CONNECTIVE — *by* — sec. ; ESSENTIAL ELEMENT — *poison*.

(c.) Thus *whom* not only connects the dep. sentence to *Socrates*, but is also the essential element of a phrase limiting *life*.

The only man THAT I WAS ACQUAINTED WITH, was absent.

(d.) In this case, *that* connects the sentence *that I was acquainted with*, to *man*, and is also the essential element of an adverb. phrase connected by *with* to *acquainted*.

The difficulties UNDER WHICH HE LABORED, were countless.

(e.) In this sentence, *which* connects *he labored* to *difficulties*, and the phrase *under which* limits *labored*.

54. The relative pronoun possessive limits a noun as an adnom. word, and as a connective joins the sentence which it introduces, to its antecedent.

The man WHOSE LIFE IS CORRECT, *is respected.*

(a.) ANALYSIS :—SUBJECT—*man* ; VERB—*is* ;
COMPLEMENT—*respected* ; indep. neut. sentence.

Adjunct of the SUBJECT—*the*—adnom. word.

Farther adjunct of SUBJECT—*whose life is correct* ;
CONNECTIVE—*whose* ; SUBJECT—*life* ; VERB—*is* ; COM-
PLEMENT—*correct* ; dep. neut. adnom. sentence.

Adjunct of SUBJECT—*whose*—adnom. word.

EXAMPLES.—The courtier *whose opinion was asked*, assented.

The king *whose wound at first seemed fatal*, recovered.

A lake *whose surface glistened like silver*, lay at the base
of the hill.

It was a doctrine *whose acceptance depended on the igno-
rance of the masses.*

55. The compound relative pronoun includes both
the antecedent and the relative.

56. The relative part, as a sec. connective, joins a
sentence to the antecedent part.

WHAT YOU SAY, *is true.*

(a.) ANALYSIS :—SUBJECT—*what* (antecedent) ;
VERB—*is* ; COMPLEMENT—*true* ; indep. neut.
sentence.

Adjunct of the SUBJECT—*what you say*—dep.
trans. adnom. sentence ; CONNECTIVE—*what* (rela-
tive) ; SUBJECT—*you* ; VERB—*say* ; OBJECT—*what*
(relative.)

The VERB and COMPLEMENT have no adjuncts.

(b.) In cases similar to the above, *what* is equivalent *in office* to *that which*.

(c.) NOTE.—When the word *ever* is annexed to *what*, the analysis is the same.

EXAMPLES.—*What you did*, was wrong.

What I said, was not understood.

Much OF WHAT HE COLLECTED, *was worthless*.

(d.) ANALYSIS:—SUBJECT—*much*; VERB—*was*; COMPLEMENT—*worthless*; indep. neut. sentence.

Adjunct of the SUBJECT—*of what*—adnom. phrase; CONNECTIVE—*of*—sec.; ESSENTIAL ELEMENT—*what* (antecedent.)

Adjunct of WHAT (antecedent)—*what he collected*; CONNECTIVE—*what* (relative); SUBJECT—*he*; VERB—*collected*; OBJECT—*what* (relative); dep. trans. adnom. sentence.

57. SENTENCES CONNECTED TO THE SUBJECT BY OTHER SEC. CONNECTIVES.

The day WHEN I EXPECTED TO GO, *arrived*.

(a.) ANALYSIS:—SUBJECT—*day*; VERB—*arrived*; indep. intrans. sentence.

Adjunct of the SUBJECT—*the*—adnom. word.

Farther adjunct of the SUBJECT—*when I expected*

to go ; CONNECTIVE—*when* ; SUBJECT—*I* ; VERB—*expected* ; OBJECT—*to go* ; dep. trans. adnom. sentence.

“ Knowest thou the land *where* the lemon trees bloom,
Where the gold orange glows in the deep thicket's gloom,
Where a wind ever soft from the blue heaven blows,
And the groves are of laurel, and myrtle, and rose ? ”

(b.) NOTE.—Here the four adnominal sentences, viz., *trees bloom*, *orange glows*, *wind blows*, and *groves are of laurel, &c.*, are connected to *land* by the sec. adnom. connective *where*. An ellipsis of this connective occurs with the fourth sentence. These sentences qualify the *object* and not the *subject* of a sentence, and are placed here merely as examples of adnom. sentences connected by words which are not relative pronouns.

EXAMPLES.—Time was *when* the earth was without form.

The reason *why* he refused my request, did not appear.

The question *how* combustion takes place, was discussed at length.

A fear *lest* he should fall in battle, pursued him.

The hope *we* shall be saved, still animated us.

58. The subject may also be limited by a sentence in apposition.

The acknowledgment THAT HE WAS WRONG, *satisfied* me.

(a.) ANALYSIS : — SUBJECT — *acknowledgment* ; VERB—*satisfied* ; OBJECT—*me* ; indep. trans. sentence.

Adjunct of the SUBJECT—*the*—adnom. word.

Farther adjunct of the SUBJECT—*that he was wrong*—dep. neut. adnom. sentence ; CONNECTIVE—

that—*sec.*; SUBJECT—*he* ; VERB—*was* ; COMPLEMENT—*wrong*.

EXAMPLES.—The belief *that the soul is immortal*, is almost universal.
A report *that the imperial army had surrendered*, reached Paris.

59. The subject may be limited by an indep. sentence in apposition.

The old adage, “Honesty is the best policy,” contains truth.

(*α.*) ANALYSIS :—SUBJECT—*adage*; VERB—*contains* ; OBJECT—*truth* ; indep. trans. sentence.

Adjuncts of the SUBJECT—*the* and *old*—adnom. words.

Farther adjunct of the SUBJECT—*Honesty is the best policy* ; SUBJECT—*honesty* ; VERB—*is* ; COMPLEMENT—*policy* ; indep. neut. sentence.

Adjunct of the COMPLEMENT—*best*—adnom. word.

EXAMPLES.—Pope’s sentiment, “A little learning is a dangerous thing,” is false.

The question, “Is there a Bourbon among us?” has excited great interest.

ADVERBIAL ADJUNCTS.

60. Having considered adjuncts of the subject of a sentence, we now proceed to notice those elements which may limit a verb.

61. All adjuncts which limit verbs are called *adverbial*.

ADVERBIAL WORDS.

62. Adverbial words are called *adverbs*.

Of adverbial words there are various classes, the principal of which are :—Adverbs of *time*, of *manner*, of *place*, of *negation*, and *affirmation*.

Adverbs of *Time* :—

EXAMPLES.—He will return *soon*.

Repent *to-day*.

I shall visit him *to-morrow*.

Adverbs of *Manner* :—

EXAMPLES.—The prisoner slept *soundly*.

Live *soberly*.

Webster rose *calmly* to reply.

The boys write *indifferently*.

He blundered *egregiously*.

The jury *greatly* erred.

Adverbs of *Place* :—

EXAMPLES.—We shall not always remain *here*.

Brave men had perished *there*.

I can live *anywhere*.

Look *yonder*.

Adverbs of *Affirmation*, *Emphasis*, and *Negation* :—

EXAMPLES.—He dares *not* touch a hair of Cataline.

The witness *certainly* spoke truth.

The day of reckoning will *surely* come.

The post-boy *undoubtedly* died of fatigue.

NOTE.—It is impossible to present a complete list of adverbial words. The foregoing are merely examples of the most common ones.

COMPARISON.

63. Some adverbs are compared.

Monosyllables are usually compared by adding *er* for the comparative and *est* for the superlative degree.

EXAMPLES.—Soon, sooner, soonest.
Often, oftener, oftenest.
Fast, faster, fastest.

(a.) *Fast*, though regularly an adjective, is often an adverb.

ADVERBIAL PHRASES.

64. The verb may be limited by one or more adverbial phrases.

First, by a phrase whose essential element is a noun.

Winds moan OVER THE HILL.

(a.) ANALYSIS:—Subject—*winds*; verb—*moan*; ind. intrans. sentence.

Subject has no adjuncts.

Adjunct of the verb—*over hill*—adverb. phrase.

Connective—*over*—sec. conn.; essential element—*hill*.

Adjunct of *hill*—*the*—adnom. word.

He did not reveal UNDER WHOSE PATRONAGE *he had acted*.

(b.) ANALYSIS : — SUBJECT — *he* ; VERB — *did reveal* ; OBJECT — *under whose patronage he had acted* ; ind. trans. sentence.

The SUBJECT has no adjunct.

Adjunct of DID REVEAL — *not* — adverb. word.

The OBJECT, being a sentence, we may analyze it.

CONNECTIVE — *whose* ; SUBJECT — *he* ; VERB — *had acted* ; dep. intrans. nominal sentence.

The SUBJECT has no adjuncts.

Adjunct of the VERB — *under patronage* — adverb. phrase.

Adjunct of PATRONAGE — *whose* — adnominal word.

EXAMPLES.—I cudgelled the fellow *with a hearty good will*.

We slept *under the bridge*.

I hereby protest *against your proceedings*.

To their fidelity alone, their oppressor owed the power which he now employed *for their ruin*.

By the French embassy, this scheme was warmly opposed.

At that time the king had no design of disbanding his army.

During this time the queen remained at her palace.

The river rose *above its banks*.

65. The verb may be limited by a phrase whose essential element is an imperfect participial noun.

The outlaw escaped by dropping himself down from a window.

(a.) ANALYSIS : — Subject — *outlaw* ; verb — *escaped* ; ind. intrans. sentence.

Adjunct of the subject—*the*—adnominal word.

Adjunct of the verb—*by dropping*—adverb. phrase.

Connective—*by* ; essential element—*dropping*.

Object of *dropping*—*himself*.

Adjunct of *dropping*—*down*—adverb. word.

Farther adjunct of *dropping*—*from window*—adverb. phrase. Adjunct of *window*—*a*.

EXAMPLES.—*By turning* in time, the hunter saved his life.

In so doing, I am conscious of an honorable motive.

The trustees discharged the teacher *for neglecting* his school.

66. The verb may be limited by a phrase whose essential element is a perfect participial noun.

They convicted him OF HAVING KILLED *his daughter*.

(a.) ANALYSIS :—Subject—*they* ; verb—*convicted* ; object—*him* ; indep. trans. sentence.

The subject has no adjunct.

Adjunct of the verb—*of having killed*—adverbial phrase ; connective—*of*—sec. conn. ; essential element—*having killed*—a perf. participial noun.

Object of *having killed*—*daughter*.

Adjunct of *daughter*—*his*—adnom. word.

EXAMPLES.—He was accused *of having robbed* the treasury.

They exiled him *for having supported* the king.

We all suspected him *of having done* the mischief.

67. The verb may be limited by a phrase whose essential element is a neuter participial noun, which is always followed by its complement.

This complement may be a perf. passive participle.

AFTER BEING HARASSED *by marauders* and WORN *with fatigue*, they
reached home.

(a.) ANALYSIS:—Subject—*they*; verb—*reached*; object—*home*; indep. trans. sentence.

The subject has no adjuncts.

Adjunct of the verb—*after being*; connective—*after*; essential element—the imperf. participial noun—*being*.

Complement of *being*—*harassed*—adnom. word.

Adjunct of *harassed*—*by marauders*—adverbial phrase.

Second complement of *being*—*worn*.

Connective between *harassed* and *worn*—AND—coordinate connective.

Adjunct of *worn*—*with fatigue*—adverb. phrase.

EXAMPLES.—The rogue escaped by SEEMING *humbled*.

The plaintiff received remuneration FOR HAVING BEEN
wronged.

68. The complement of the neuter participial noun used as the essential element of a phrase, may be an adjective.

EXAMPLES.—The boy complained OF BEING *sick*.

The client accused the lawyer OF HAVING BEEN *false* to his interests.

He suspected me OF BEING *favorable* to the interests of the king.

My teacher punished me FOR HAVING BEEN *pugnacious*.

69. A noun may be the complement of a neuter participial noun used as the essential element of a phrase.

EXAMPLES.—The people accused him OF HAVING BEEN *a thief*.

FOR BEING *a traitor*, the king has deprived me of my office.

70. The verb may be limited by a phrase whose essential element is a personal pronoun.

EXAMPLES.—The traveler remained *with us* all day.

I call to you *with* all my voice.

Without you he accomplishes nothing.

The sheriff sent *for them*.

He wrote *to her*.

NOTE.—When personal pronouns are made the essential elements of phrases, they take the objective form.

71. The verb may be limited by a phrase whose essential element is a relative pronoun.

The cave IN WHICH *we* lay, sheltered *us*.

(a.) ANALYSIS:—SUBJECT—*cave*; VERB—*sheltered*; OBJECT—*us*; indep. trans. sentence.

Adjunct of the SUBJECT—*the*—adnom. word.

Farther adjunct of the SUBJECT—*in which we lay*; dep. intrans. sentence. CONNECTIVE—*which*; SUBJECT—*we*; VERB—*lay*.

No adjunct of the SUBJECT.

Adjunct of the VERB—*in which*—adverb. phrase; CONNECTIVE—*in*—sec.; ESSENTIAL ELEMENT—*which*.

The VERB has no adjuncts.

The OBJECT has no adjuncts.

NOTE.—In this sentence, as in one already noticed, the relative pronoun, besides being the connective of an adnom. sentence, is the essential element of an adverb. phrase.

EXAMPLES.—The good people *with whom* he lived, regarded him as a strange character.

The sword *with which* he had defended himself, was wrested from his hand.

The help *that* he depended *upon*, failed.

(b.) In this sentence, *that* is the essential element of an adverb. phrase connected to *depended by upon*.

Such *as* he agreed *with*, remained.

(c.) *As* is a relative pronoun connecting the sentence *he agreed to such*. *As* is also the essential element of an adverb. phrase connected to *agreed by with*.

72. The verb may be limited by a phrase whose essential element is the antecedent part of a compound relative pronoun.

I decided it BY WHAT *I heard.*

(a.) ANALYSIS:—SUBJECT—*I*; VERB—*decided*; OBJECT—*it*; indep. trans. sentence.

No adjunct of the SUBJECT.

Adjunct of the VERB—*by what*—adverb. phrase; connective—*by*—sec.; essential element—*what* (antecedent.)

Adjunct of *what* (antecedent)—*what I heard*; CONNECTIVE—*what* (relative); SUBJECT—*I*; VERB—*heard*; OBJECT—*what* (relative); dep. trans. adnom. sentence.

No adjunct of the OBJECT.

EXAMPLES.—*In what* he said, he showed a true spirit.

You shall lose my friendship *for what* you have done.

We are responsible *for what* we do.

NOTE.—When *what* is used as an adjective, it is sometimes a compound word, and the *relative* part retains the force of a connective.

He learned BY WHAT INFORMATION *he obtained, that the country was impassable.*

(b.) ANALYSIS:—SUBJECT—*he*; VERB—*learned*; OBJECT—*that the country was impassable*; ind. trans. sentence.

The SUBJECT has no adjuncts.

Adjunct of the VERB—*by information*—adverb. phrase.

Adjunct of *information*—*what*—adnom. word.

Farther adjunct of *information*—*he obtained*.

CONNECTIVE—*what* (relative) ; SUBJECT—*he* ; VERB—*obtained* ; OBJECT—*what* ; dep. trans. adnom. sentence.

The OBJECT (of the indep. sentence) is analyzed like other neuter sentences.

73. The verb may be limited by a phrase whose essential element consists of a noun which has a participle for its adjunct. This phrase has no connective.

The sun BEING RISEN, we departed.

(a.) ANALYSIS : — Subject — *we* ; verb — *departed* ; indep. intrans. sentence.

Subject has no adjuncts.

Adjunct of the verb—*sun being*—adverb. phrase, consisting of a noun and participle.

Complement of *being*—*risen*.

74. In the expression *sun being risen*, we have a fact assumed which would be asserted in a neuter sentence. This element is used to limit the verb, and is equivalent to the dependent sentence *when the sun was risen*. It is therefore, an adverbial element, and we shall, for convenience, classify it with adverbial phrases.

THIS DONE, he tuned his lyre.

(a.) ANALYSIS :—Subject—*he* ; verb—*tuned* ; object—*lyre* ; indep. trans. sentence.

The subject has no adjuncts.

Adjunct of the verb—*this done*—adverb. phrase.

EXAMPLES.—The *fire having ceased* to rage, we went home.

The *work being finished*, we paid the laborers.

The *day being far spent*, we pitched our tent.

75. The verb may be limited by a phrase whose essential element is a *noun* which has no connective.

The pedestrian walked five MILES an HOUR.

(a.) ANALYSIS:—Subject—*pedestrian*; verb—*walked*; indep. intrans. sentence.

Adjunct of the subject—*the*—adnominal word.

Adjunct of the verb—*miles*—adverb. phrase without connective.

Adjunct of miles—*five*—adnom. word.

Farther adjunct of *walked*—*hour*—adverb. phrase—without connective.

Adjunct of *hour*—AN—adnom. word.

NOTE.—It is evident that the relation usually expressed by a connective, is understood with such nouns as *home*, *way*, *hour*, and other nouns expressing time, distance, &c. These nouns are, therefore, frequently essential elements of phrases which have no connectives.

EXAMPLES.—The army marched *this way*.

Home! you idle creatures, get you *home*.

The election will be held next *week*.

76. Sometimes the phrase itself becomes the essential element of a phrase, and is connected to the word limited by another connective.

Indeed you would have thought that the church had been consecrated to Satan instead of TO THE DEITY.

(a.) In this case *instead* (an adverb) is limited by *of to the Deity*; conn. *of*; essential element—*to the Deity*.

EXAMPLE.—The mountebanks came *from over the sea*.

THE ADVERBIAL SENTENCE.

77. The verb may be limited by an *Adverbial Sentence*.

I had not returned WHEN YOU ARRIVED.

(a.) ANALYSIS:—SUBJECT—*I*; VERB—*had returned*; indep. intrans. sentence.

The SUBJECT has no adjuncts.

Adjunct of the VERB—*not*—adverbial word.

Farther adjunct of the VERB—*when you arrived*; CONNECTIVE—*when*; SUBJECT—*you*; VERB—*arrived*; dep. intrans. adverb. sentence.

EXAMPLES.—The governor left *when the train came in*.

Thieves go about *while honest men sleep*.

The mystery shall remain *till the sea gives up her dead*.

I care not WITH WHOM YOU ASSOCIATE.

(b.) ANALYSIS:—SUBJECT—*I*; VERB—*care*; indep. intrans. sentence.

The SUBJECT has no adjuncts.

Adjunct of the VERB—*not*—adverbial word.

Farther adjunct of the VERB—*with whom you associate*; CONNECTIVE—*whom*; SUBJECT—*you*; VERB—*associate*; dep. intrans. adverb. sentence.

Adjunct of *associate*—*with whom*—adverb. phrase; connective—*with*; essential element—*whom*.

(c.) NOTE.—*Whom*, considered as the essential element of the phrase, is a *interrogative pronoun*.

The keepers wondered BY WHAT MEANS THE CONVICT ESCAPED.

(d.) ANALYSIS:—SUBJECT—*keepers*; VERB—*wondered*; indep. intrans. sentence.

Adjunct of the SUBJECT—*the*—adnom. word.

Adjunct of the VERB—*by what means the convict escaped*; dep. intrans. adverb. sentence.

SUBJECT—*convict*; VERB—*escaped*.

Adjunct of the SUBJECT—*the*—adnom. word.

Adjunct of the VERB—*by means*; adverb. phrase.

Adjunct of *means*—*what*—adverb. word.

They will obtain the prize, IF THEY PERSEVERE.

(e.) *If they persevere* is a dep. intrans. adverb. sentence connected by *if* to *will obtain*.

EXAMPLES OF ADVERBIAL SENTENCES.

If the enterprise is successful, its opposers will be silenced.

Though he slay me, I will trust in him.

Except ye repent, ye shall all likewise perish.

I will not strike him, *unless he resists me*.

I care not *whether you go or stay*.

Take heed *lest ye fall*.

They attacked me *while I slept*.

“ I saw him once before
As he passed by my door ;
 And again,
 The pavement stones resound
As he totters o’er the ground,
 With his cane.”

Before the day dawned, we were upon our journey.

After I had thus delivered my sentiments, I experienced great relief.

“ Come to the bridal chamber, Death !
 Come to the mother, *when she feels*,
 For the first time, her first-born’s *breath ;*
 Come, *when* the blessed seals
 That close the pestilence *are broke*,
 And crowded cities *wail its stroke ;*
 Come, in consumption’s ghastly form,
 The earthquake shock, the ocean storm ;
 Come, *when the heart beats high and warm*
 With banquet, song, and dance, and wine—
 And thou art terrible.”

ADJUNCTS OF THE OBJECT IN A TRANSITIVE SENTENCE.

78. The object may be limited by any adjunct that can modify the subject. (See article on Adjuncts of the Subject.)

(a.) The object may be limited by one or more adnom. words.

EXAMPLES.—I saw *a great white* THRONE.

The Mexicans had already built *a strong stone* FORT.

At this moment we heard *a slight* RUSTLE in the tall grass.

(b.) The object may be limited by an adnom. phrase.

EXAMPLES.—At this place we witnessed a grand TRIAL *of strength* between two Choctaws.

Hildreth has written a HISTORY *of the United States*.

Have you read the WORKS *of Bacon*?

No man fully comprehends the PHILOSOPHY *of life*.

(c.) The object may be limited by an adnominal sentence.

EXAMPLES.—We know the MAN *whom you have described*.

The old gentleman soon heard a TITTERING in the crowd,
for which he could not account.

This act redeemed a CHARACTER *which had been blackened*
by many crimes.

ADJUNCTS OF THE COMPLEMENT IN A NEUTER SENTENCE.

79. When the complement is a noun or pronoun, it may be limited by any adjunct that can limit the subject: viz., one or more adnom. words, phrases, or sentences.

EXAMPLES.—Our Washington was *a glorious* HERO.

My uncle was always *an overbearing, rude* MAN.

Take pity on me, sir, I am *a MAN in deep trouble*.

He wore sandals on his feet, and his head-dress was a **TURBAN** of many colors.

The Bible is a **BOOK** which all should study.

He was a **STATESMAN** who always lifted his voice against corruption ; he was a **SOLDIER** who was, at all times, ready to do battle against injustice.

80. When the complement is an adjective or participle, it may be limited by one or more adverbial words, phrases, or sentences.

EXAMPLES.—The enemy are **ADVANCING** rapidly.

Yon drunkard is utterly **LOST**.

I am **WEARY** of labor.

“My father,” said she, “will be **ANGRY** if you interfere.”

The king was **DISTURBED** because he had seen a vision.

CHAPTER VIII.

SUBJECT OF VERBS INFINITIVE AND PARTICIPLES.

1. The noun or pronoun whose action or existence is expressed by a verb infinitive, is called the subject of the infinitive.

EXAMPLES :—I plunged in and bade *him* follow.

He commanded *me* to desist.

The ant told the *butterfly* to go about his business.

2. The subject of a sentence is often also subject of an infinitive which follows the verb.

EXAMPLES :—He promised to undertake the work.

I wish to know the facts.

I am to write an exercise.

We determined to try an experiment

3. Frequently the infinitive with its subject, forms the objective element in a transitive sentence.

Our friends urged us to pursue the fugitive.

(a.) ANALYSIS :—Subject—*friends* ; verb—*urged* ; object—*us to pursue* ; indep. trans. sentence.

Adjunct of the subject—*our*—adnom. word.

No adjuncts of the verb.

(b.) The object is composed of the objective pro-

noun *us* and the infinitive *to pursue*, of which *us* is the subject and *fugitives* the object.

EXAMPLES:—The astonished savage saw the *balloon sail* through the skies.

I have seen the *smoke rise* from a hundred burning cities.

4. The essential element of a phrase is sometimes an infinitive with its subject.

For ME TO LIVE is Christ.

(a.) *Me to live* is the essential element of the phrase *for me to live*, while the whole phrase is subject of *is*.

EXAMPLE:—It is perhaps well enough, *for a man* of long experience *to make* the attempt, but *for a boy* to undertake such a work, is simply ridiculous.

(b.) This use of the infinitive is idiomatic, and the phrase with its infinitive is subject of the verb.

5. The infinitive, however, is most frequently used to express an action abstractly, in which case, it is used as a verbal noun and has no definite subject.

The desire TO LIVE is innate.

(a.) Here *to live* is a verbal noun, in apposition with *desire*, and has no definite subject.

EXAMPLES:—*To serve* you is my desire.

It was dangerous to encounter him.

TO CLIMB the precipice was a dangerous experiment.

(b.) In this case *to climb* is a verbal noun, subject of the verb *was*, and has itself no definite subject.

THE SUBJECT OF PARTICIPLES.

6. The noun or pronoun which is limited by a participle, may be called its subject.

Islands YIELDING every variety of fruits, dotted the sea.

(a.) *Yielding* is a participle limiting *islands* which is its subject.

7. A noun or pronoun which is subject of a participle, may be subject or object of a sentence or the essential element of a phrase.

LEVELING his pistol, the hunter deliberately fired.

(a.) In this case *hunter*, the subject of the participle, is also subject of the sentence.

EXAMPLES :—*Fighting* for the right, he gained a glorious martyrdom.

Uncas, *running* at full speed, soon overtook the frightened maid.

I left my father weeping.

(b.) Here *father*, the subject of *weeping*, is object of the verb *left*.

EXAMPLES :—They pushed Gilkison, still *begging* for mercy, to the end of the plank.

He spurned me *kneeling* at his feet.

The bystanders remained with their heads UNCOVERED.

(c.) In this case, the essential element of a phrase, is the subject of the participle *uncovered*.

EXAMPLES :—The tree grew near the brink OF a PIT partially *filled* with rubbish.

They next attempted to throw me INTO the SEA *roaring* horribly below.

8. Frequently the participle with its subject, forms the objective element in a transitive sentence.

We heard the STORM HOWLING.

(a.) ANALYSIS :—Subject—*we*; verb—*heard*; object—*storm howling*.

The subject has no adjuncts.

The verb has no adjuncts.

The object is composed of the noun *storm* and the participle *howling*, the subject of which is *storm*.

Adjunct of storm—*the*—adnom. word.

EXAMPLES :—I saw the *city burning*.

Did you hear the *child crying*?

CHAPTER IX.

OBJECT OF VERBS INFINITIVE AND PARTICIPLES.

1. A transitive verb, infinitive or participle, requires an element in the objective relation.

He sought TO AVOID *the CONSEQUENCES.*

(a.) ANALYSIS :—Subject—*he* ; verb—*sought* ; object—*to avoid* ; indep. trans. sentence.

The subject has no adjunct.

The verb has no adjunct.

The object *to avoid* is itself a transitive verb infinitive, and consequently requires an object.

Object of the infinitive *to avoid*—CONSEQUENCES.

We can OUTNUMBER *THEM.*

(b.) ANALYSIS :—Subject—*we* ; verb—*can* ; adjunct of *can*—OUTNUMBER—a verb infinitive ; indep. intrans. sentence.

The subject has no adjunct.

Object of *outnumber*—THEM.

EXAMPLES :—The injured man *whom* you dare not *confront*, implores you *to spare* his children.

The poor man desired me to ask *that* your honor would *send* relief.

(c.) In this example, the sentence *that your honor would send*, &c., is the object of the transitive infinitive *ask*, and *relief* is the object of the trans. infinitive *send*.

OBJECT OF TRANSITIVE PARTICIPLES.

2. Transitive participles require an element in the objective relation.

TURNING *their* HORSES, *the troops* rode back to the fort.

(a.) ANALYSIS: Subject—*troops*; verb—*rode*; indep. intrans. sentence.

Adjunct of the subject, *the* and *turning* adnominal words.

Object of *turning*—HORSES.

Adjunct of horses—*their*—adnominal word.

Adjunct of the verb—*back*—adverbial word.

Farther adjunct of the verb—*to fort*—adverbial phrase; connective—*to*—sec.; essential element—*fort*.

Adjunct of *fort*—THE—adnominal word.

He arrests Captain George, honest George, WHOM we all delight in
KNOWING.

(b.) In this sentence *in knowing* is an adverbial phrase—the adjunct of *delight*, and *whom* is the object of the transitive participle *knowing*.

BELIEVING WHAT *I believe, I can not sanction this act.*

(c.) ANALYSIS:—SUBJECT—I; VERB—*can*; adjunct of *can*—SANCTION—an infinitive; indep. intrans. sentence.

Adjunct of the SUBJECT—*believing*—adnominal word.

Object of *believing*—WHAT (antecedent.)

Adjunct of *what* (antecedent)—WHAT I BELIEVE: con. *what* (rel.) sec.; SUBJECT—I; VERB—BELIEVE; OBJECT—what (relative;) dep. trans. adnom. sentence.

Adjunct of the VERB—*not*—adverbial word.

Object of *sanction*—*act*.

Adjunct of *act*—THIS—adnominal word.

(d.) NOTE.—The object of a participle, like the object of a verb, may be a *word*, or a *sentence*.

EXAMPLES.—*Promising* us another VISIT, our friends departed.

Promising TO VISIT us again, our friends departed.

Promising THAT THEY WOULD VISIT US AGAIN, our friends departed.

CHAPTER X.

GERERAL LIMITATION OF WORDS.

(1.) A noun or pronoun, in whatever relation it stands to other words in the sentence, may be limited by an adnominal word, an adnominal phrase, or an adnominal sentence.

NOTE.—The noun and pronoun possessive are not often limited by an adnominal phrase or sentence.

ADNOMINAL WORDS.

2. A noun or pronoun in any relation, may be limited by a noun in apposition.

We sent letters by Peter, the POST-BOY.

(a.) ANALYSIS:—Subject—*we*; verb—*sent*; object—*letters*; indep. trans. sentence.

The subject has no adjuncts.

Adjunct of the verb—*by Peter*—adverbial phrase.

Adjunct of *Peter*—POST-BOY—adnominal word—a noun in apposition.

Adjunct of *post-boy*—THE—adnominal word.

EXAMPLES :—Simon, *son* of Jonas, lovest thou me ?

I, *James*, who saw the deed, can testify.

The lion, grim *monarch* of the forest, roams in these wilds unmolested.

3. Common nouns in any relation, may be limited by proper names.

(a.) NOTE.—Nouns here called *common* are frequently common only in respect to the limiting proper noun. In fact the distinction of common and proper nouns is seldom absolute.

ROBERT *Fulton* first tried navigation by steam

(a.) The proper name *Robert* here limits the more common noun *Fulton*.

EXAMPLES :—*Franklin* Pierce was elected president.

We are all acquainted with the *Arnold* treachery.

Lately we hear less of the *Bourbon* question.

4. A proper noun in any relation, is sometimes limited by a common noun.

EXAMPLES :—An old soldier was seen weeping at the grave of *General* Jackson.

Who does not love the memory of the brave *Count* Pulaski?

5. A noun in any relation may be limited by a noun or pronoun possessive.

EXAMPLES :—The valorous *Don's* safety lay in his light-footedness.

The monster stole away *my* children.

The company were soon in sight of the *Indians'* huts.

Let every *freeman's* deepest interest be in his *country's* good.

We have at last discovered *your* motive.

6. A noun or pronoun in any relation may be limited by an intensive pronoun.

EXAMPLES :—The sheriff at last found the old rogue *himself* hidden in the wood.

In his impious boldness, he laid violent hands on the shrine *itself*.

You *yourself* condemn me.

7. A noun in any relation, may be contained in, and limited by, one of the double pronouns, *mine*, *thine*, *his*, *hers*, *ours*, *yours*, *theirs*.

He forgot his hatchet and tried to borrow MINE.

(a.) The word *mine* is a double pronoun equivalent to *my hatchet*.

EXAMPLES :—I have lost my pen : will you lend me *yours* ?

The hut stood on the limit of Rolfe's plantation : which, you know, joined *mine*.

I have no confidence in my own discretion, but I can trust in *yours*.

8. A noun in any relation may be limited by the relative pronoun possessive.

(a.) NOTE.—*Whose* is the common possessive of all the relative pronouns.

This is he WHOSE story you have often heard.

(b.) *Whose* is a relative pronoun possessive and as an adnominal word limits *story*.

EXAMPLES :—The benefactor through *whose* influence you gained wealth, is a beggar at your door.

Macdonald was a brawling fellow *whose* character every one despised.

9. Any noun, whatever be its relation, may be limited by an adjective.

EXAMPLES :—He was a *hardy* laborer.

The tower stood near the top of a *steep* hill.

Your house is *stronger* than mine.

My lord also had *this bad* habit.

10. A noun or pronoun in any relation, may be limited by an imperfect trans. or intrans. participle.

I left him RAVING like a madman.

(a.) *Raving* is an adnominal word—an intransitive imperfect participle, limiting *him*.

EXAMPLES :—I saw my son *burning* to avenge my wrongs.

What is the name of yonder horseman *riding* at such a furious pace?

11. A noun or pronoun in any relation, may be limited by a perfect trans. or intrans. participle.

The child HAVING INHERITED nothing, was wholly dependent on my father's bounty.

(a.) *Having inherited* is here an adnominal word limiting *child*. *Having inherited* is a perf. trans. participle.

12. A noun or pronoun in any relation, may be limited by an imperfect or perfect neuter participle followed by its complement.

This building BEING MADE of wood, they quickly destroyed.

(a.) In this example *being* is an imperfect neuter participle limiting *building*. It is followed by its complement *made*, which also limits *building*.

EXAMPLES :—The experiment *having been tried* once before, we easily performed it

In this crazy craft, *having been abandoned* for years as unseaworthy, we at last set sail.

Upon me, *being* already *faint* and *weary*, they placed a heavy load.

13. A noun or pronoun in any relation, may be limited by a passive participle.

EXAMPLES :—The 3d regiment, *dressed* in full uniform, was on drill.

The captain, *astonished* at such impudence, replied.

14. A noun, in any relation, may be limited by an infinitive.

EXAMPLES :—My friend always showed a determination *to excel*.

We are surrounded by incentives *to labor*.

15. When the essential element of a phrase is a trans. verb infinitive, it requires an object ; when it is a neut. infinitive, it always requires its complement.

EXAMPLES :—He succeeded in his effort *to procure* a cessation of hostilities.

The Englishman also gave a promise *to reward* us.

Your DESIRE *to be foremost* renders you disagreeable.

The soldier was shot on account of a THREAT *to desert the army*.

If you give a pledge *to be* a peaceable man, you shall not be disturbed.

16. A noun or pronoun may sometimes be limited by an infinitive in apposition.

EXAMPLES :—Then all my brother's labors ; *to draw* the water, *to cut* the wood, and many other things, fell to me.

“ THIS was earth's liberty, its nature this

—— Each man *to make* all subject to his will.”

17. GENERAL EXAMPLES IN ADNOMINAL WORDS.

We heard the footfall of Bigfoot, our old *enemy*.

Benedict Arnold betrayed his country.

Commodore Perry gained a great victory.

The blacksmith's strength is in his arm.

My life is dear to me.

By the judge *himself* was the theft committed.

My wife, *whose* disposition was not the sweetest, next beset *me*.

He buried his treasures under a *dwarf* oak.

I heard him *stamping* and *cursing* awfully.

ADNOMINAL PHRASES.

18. A noun or pronoun, in any relation, may be limited by an adnominal phrase whose essential element is a noun or pronoun.

EXAMPLES :—We contend for the liberty *of the press*.

Truly this knight had a heart *of stone*.

He *of the green armor* thus replied.

My father gave me a choice *of the professions*.

This city has gates *of pearl* and streets *of gold*.

“ I saw the curl *of his waving lash*.

And the glance *of his knowing eye*.”

He sought fame, *of which* he knew the EMPTINESS.

Next was a cage *of iron*, which held a crowd *of monkeys*.

A mountain the TOP *of which* was hidden by clouds, rose on our left.

Here is the PLAIN *that* I rode over.

(a.) The phrase *over that* limits plain.

19. A noun or pronoun in any relation, may be limited by an adnominal phrase, whose essential element is a perfect or imperfect participial noun, transitive or intransitive.

EXAMPLES :—I will give you a FORM *for writing* a note.

He had the rare HABIT *of steadily pursuing* one train of thought at a time.

He was arrested on SUSPICION *of having stolen* the money.

The soldier received forty lashes, as a PUNISHMENT *for having violated* orders.

These circumstances seem to have called into requisition all your tact *in lying*, and shrewdness *in cheating*.

20. A noun or pronoun, in any relation, may be limited by an adnominal phrase, whose essential element is a neuter participial noun, perfect or imperfect, followed by its complement.

I confess I had no HOPE of being released.

(a.) *Of being* is here the phrase limiting *hope*—*being* is the essential element, and is followed by its complement *released*.

EXAMPLES :—The FACT *of having been free* once, made my chains more galling.

These runaways well knew the CONSEQUENCES *of being caught*.

All this was the RESULT *of having been inactive* so long.

I was in despair at the CERTAINTY *of being a prisoner* for life.

ADNOMINAL SENTENCES.

21. A noun may be limited by a sentence in apposition.

The poor man was impressed with a belief, THAT THE IMAGE OF HIS FATHER STOOD BESIDE HIM.

(a.) The sentence *that father stood*, is in apposition with *belief*, and consequently limits it.

EXAMPLES :—" This fool holdeth the OPINION, *that the earth is round, and that it travelth yearly around the sun.*"

He died happy in the certainty *that death is not an eternal sleep.*

The sentiment of Pope, "*A little learning is a dangerous thing,*" contains a dangerous fallacy.

22. A noun or pronoun in any relation, may be limited by an adnominal sentence whose connective is a relative pronoun.

The party discovered a river WHICH EMPTIES INTO THE GULF.

(a.) The sentence *which empties into the gulf*, limits *river*.

EXAMPLES :—There is a hope which no adversity can destroy.

Hear the voice of him who speaks to you.

The world knows the motive which you have attempted to conceal.

I myself attempted to teach this boy whom the master had given up.

William was proud to stand near him who had always been his friend.

I have slain *SUCH as you are.*

He chose from our company as MANY as *he* wanted.

Greater COMMOTION *than I had ever seen* now commenced.

(See articles on *as* and *than* in adnominal sentences qualifying the subject.)

We obtained more FOOD *than we* wanted.

Thomas saw WHAT I DESCRIBED.

(b.) ANALYSIS:—SUBJECT—*Thomas*; VERB—*saw*; OBJECT—*what* (*antecedent*) indep. transitive sentence.

No adjunct of the SUBJECT.

No adjunct of the VERB.

Adjunct of the object—*what* (*relative*) *I described*; CONNECTIVE—*what* (*relative*;) SUBJECT—*I*; VERB—*described*; OBJECT—*what* (*relative*); dep. transitive sentence.

EXAMPLES:—I saw in the distance what seemed to be a raft.

The traveler stood beside what was once a great city

In this way Simon obtained whatever he coveted.

23. A noun or pronoun may be limited by an adnominal sentence, whose connective is a relative pronoun, which is also the essential element of a phrase limiting another word.

He played a trick for WHICH I was prepared.

(a.) ANALYSIS:—SUBJECT—*he*; VERB—*played*; OBJECT—*trick*; indep. trans. sentence.

The SUBJECT and VERB have no adjuncts.

Adjunct of the OBJECT—*for which I was prepared*; CONNECTIVE—*which*; SUBJECT—*I*; VERB—

was ; COMPLEMENT—*prepared* ; dep. neuter adnom. sentence.

The SUBJECT and VERB have no adjuncts.

Adjunct of the COMPLEMENT—*for which*—adverb. phrase.

EXAMPLES :—The murderers rushed into the HOUSE *in which my father lived*.

It is your promise *in which I trust*.

The tinker always carried a tin flask, *of which I did not then know the use*.

A part of *what was found* was valuable.

24. A noun or pronoun may be limited by an adnom. sentence, whose connective is a relative pronoun possessive, which is the adjunct of another noun.

I felt a compassion for the peasant WHOSE MULE I HAD TAKEN.

(a.) ANALYSIS :—SUBJECT—*I* ; VERB—*felt* ; OBJECT—*compassion* ; indep. trans. sentence.

The SUBJECT has no adjuncts.

Adjunct of the OBJECT—*for peasant*—adverbial phrase.

Adjunct of *peasant*—*whose mule I had taken* ; CONNECTIVE—*whose* ; SUBJECT—*I* ; VERB—*had taken* ; OBJECT—*mule* ; dep. trans. adnom. sentence.

SUBJECT and VERB have no adjuncts.

Adjunct of the OBJECT—*whose*—adnominal word.

EXAMPLES :—He was a man whose highest ambition was to please his palate.

The miners discovered a vein whose richness exceeded their highest expectations.

25. A noun, in any relation, may be limited by an adnominal sentence whose connective is not a relative pronoun.

EXAMPLES :—No one knows the DAY *when he must die*.

Show me the PLACE *where the battle was fought*.

I will tell you the REASON *why you are disappointed*.

ADVERBIAL WORDS.

26. Any verb, participle, adjective, or adverb, may be limited by one or more adverbial words.

EXAMPLES :—Great masses MOVE *slowly*.

I overtook him sauntering LAZILY *along*.

The traveler's eye next falls upon a chasm, broad and *very* DEEP.

Tell the advance guard to push forward *more* RAPIDLY.

He only insisted upon it the MORE STRONGLY.

27. A verb, adjective, or participle, may be limited by an infinitive.

EXAMPLES :—The victim of this cruelty LONGED *to die*.

His clansmen were DETERMINED *to avenge* his death.

The workmen are EAGER *to begin*.

28. When the limiting element is a transitive verb infinitive, it takes an object; when it is a neuter infinitive it always requires its complement.

EXAMPLES :—I will ORDER him *to leave* the GROUND.

He was COMMANDED *to take* the FORT.

We were not SORRY *to leave* this PEST behind.

The way is said *to be* DIFFICULT.

The cave was SUPPOSED *to have been* a RESORT for robbers.

She was READY *to be* a MARTYR for the cause of truth.

Webster was REPORTED *to have been* opposed to the bill.

ADVERBIAL PHRASES.

29. A verb, participle, or adjective, may be limited by one or more adverbial phrases.

30. A verb, participle, or adjective, may be limited by an adverbial phrase, whose essential element is a noun or pronoun.

EXAMPLES :—The hermit DWELLS *in the wood*.

My friend was SITTING *near a rock*.

This medicine is GOOD *for colds*.

The beauteous landscape was MADE *for me* as well as *for* the proud *man* who calls it his.

Three men passed me, GOING *in great haste*.

A gentleman was WAITING *for me*.

I believe I was always KIND *to her*.

I forget the name of the village *at which* we STOPPED.

My neighbors, *with whom* I had TALKED before *on the subject*, were of my opinion.

As many *as* he CONVERSED *with*, he deceived.

(a.) *As* is a relative pronoun in this example, and is the essential element of an adverbial phrase connected to *conversed* by *with*.

The weapon *that* I FOUGHT him *with*, was an ax.

(b.) Here *that*, beside being the connective of an adnominal sentence, is the essential element of an adverbial phrase, the adjunct of FOUGHT, and connected to it by *with*—sec. connective.

EXAMPLES :—The invalid *with whom* he was TRAVELING was a decided wag.

The animal, in PURSUIT of *which* he had forgotten food and rest, was yet out of reach.

The capital *that* Astor began TRADING *with*, was small.

The boy begged FOR WHAT *he wanted*.

(c.) ANALYSIS :—SUBJECT — *boy* ; VERB — *begged* ; indep. intrans. sentence.

Adjunct of the VERB—*for what* (ANTECEDENT) ; adverbial phrase ; connective — *for* — sec. ; essential element—*what*, (antecedent.)

Adjunct of *what*, (antecedent,) — *what he wanted* ; CONNECTIVE — *what*, (relative ;) SUBJECT—*he* ; VERB — *wanted* ; OBJECT — *what* (relative ;) dep. transitive adverbial sentence.

EXAMPLES :—The captain was always READY *with what* he had.

The commodore determined to RESIST *with what force* he could muster.

The dying miser was CLUTCHING his gold *with what strength* he had left.

The thief refused to tell *from whose pocket* he HAD STOLEN the money.

For whose death are you MOURNING ?

Peter was glad when the brother, *for whose money* he had waited long, died.

31. A verb, participle, or adjective, may be limited

by an adverbial phrase whose essential element is a perfect or imperfect participial noun, trans. or intrans.

EXAMPLES :—*By leaping* the ditch the chieftain GAINED a safe place.

Harry HASTENED his death *by taking* medicine.

The soldier was PUNISHED *for deserting*.

I am WEARY *of toiling*.

The old fellow was WEARYING us *by telling* a long story of wo.

A pen is USEFUL *for writing*.

He was HANGED *for having slain* his brother.

After having bound me, my master FLOGGED me,

He TURNED his attention *to gambling*.

The countryman was COMPLAINING of *having lost* his money.

The poor boy was SORRY *for having left* his parents.

32. A verb, adjective, or participle, may be limited by an adverb. phrase whose essential element is a neuter participial noun followed by its complement.

EXAMPLES :—The gambler himself COMPLAINED *of having been* CHEATED.

He was ANGRY *at having been* DECEIVED.

The house was SUSPECTED *of being* HAUNTED.

The holy man REJOICED *in being* a MARTYR.

He WAS SICK *of being* a SLAVE.

We were DETERMINED *on being* FREE.

33. A verb, participle, or adjective, may be limited by a phrase without a connective, and whose essential element is a noun and a participle.

Our ERRAND BEING finished, we left her.

(a.) *Errand being* is an adverbial phrase limiting *left*. *Finished* is the complement of *being*. If we analyze this phrase more closely, we shall find

that *errand* is the subject of the assumed predicate *being finished*, and, since a participle always limits its subject, *being* and *finished* are adnominal words limiting *errand*, while the phrase taken as a unit limits the verb *left*. This construction has other forms.

EXAMPLES :—"By its own hand it *fell*, *part slaying part*."

Our visitors *having departed* we were alone.

His *knapsack having been packed*, he was ready for a march.

34. A verb, participle, or adjective, may be limited by an adverbial phrase, without a connective whose essential element is a noun.

EXAMPLES :—The siege LASTED a *year*.

He was FASTING forty *days*.

The stars were BRIGHT all *night*.

The horse RAN a *mile*.

35. Some interjections are limited by adverbial phrases.

EXAMPLE :—ALAS for poor human nature!

ADVERBIAL SENTENCES.

36. A verb, participle, or adjective, may be limited by one or more adverbial sentences.

EXAMPLES :—This glutton always SLEPT *when he was not eating*.

He was never SICK *while he was a sailor*.

Albert was GONE *when the roll was called*.

TOILING, *for I had never learned to be idle*, I spent my time contentedly.

The teacher EXPLAINED *by what process the result was found.*

His father was ANGRY *because he had told a lie.*

37. Several words, used as secondary connectives, have also some force as adjectives; as adjectives they are sometimes limited by adverbial adjuncts.

Your son appears SOMEWHAT *like you*

(a.) ANALYSIS:—*Subject*—*son*; *verb*—*appears*; indep. intrans. sentence.

Adjunct of the subject—*your*—adnom. word.

Adjunct of the verb—*like you*—adverb. phrase.

Adjunct of *like*, (in its adjectival force,)—*somewhat*—adverb. word.

EXAMPLES:—The house stood *very* NEAR the hill.

The knife is *well* WORTH a dollar.

CHAPTER XI.

INDEPENDENT WORDS.

1. Words having no grammatical relation to other words in the sentence are called independent words.

2. The name of a person or thing addressed is an independent word.

JAMES, *attend to your studies.*

(a.) *James* is an independent word—the name of a person addressed.

EXAMPLES :—John, come here.

Samuel, stand still.

Earth, thou art a hill to me.

3. NOTE.—In many cases the noun independent by address, has merely the force of an interjection. If I see my friend, with whose name I am perfectly familiar, standing in a perilous place, my first movement is to arrest his attention. This I do by calling his name, “PETER !” His attention being thus secured, I continue, “COME AWAY.” Now, if in my excitement I have forgotten his name, I say, “HALLOO !” for the same purpose, and then give him the same command. No one will deny that *halloo* is an interjection grammatically independent of the sentence in which it is found. Does the office that the noun *James* performs in the first expression differ from that of *halloo* in the second ? They are both independent words, used to arrest attention, and both are substitutes for a suppressed sentence.

4. Nouns are frequently made independent by exclamation.

EXAMPLES :—Ah, the *misery* of suspense !
 Oh, the *desolation* of bereavement !
 A *horse* ! a *horse* ! My kingdom for a horse !
Life ! life ! Only let me live.
 “ Our *fathers*, where are they ? ”
 “ Remorseless *Time*—
 Fierce *spirit* of the glass and scythe—what power
 Can stay him in his silent course, or melt
 His iron heart to pity ? ”

5. INTERJECTIONS are independent words.

EXAMPLES :—Oh, how I loved that gracious boy !
Hush ! did you hear a footstep ?
 “ *Ho !* cowards, have ye left me
 To meet him here alone ? ”

6. NOTE.—Interjections, as well as nouns independent, must be regarded as substitutes for *independent sentences*. *Alas* that thou shouldst die, is equivalent (grammatically) to *It is sad* that thou, &c. Thus frequently we find the interjection limited precisely as though the sentence, instead of the substituted word, were written. In fact, many interjections being intransitive verbs in the imperative mode, are complete sentences in themselves.

EXAMPLES :—Ho ! look ! hush ! hist ! avaunt ! away ! farewell !

7. Many interjections are transitive imperatives.

EXAMPLES :—Hold ! lo ! see ! behold ! &c.

EXAMPLE :—*Lo the poor Indian*, &c.

8. Many interjections are adjectives, which in the full construction, are complements of neuter verbs.

(a.) EXAMPLES :—*Welcome!* = (You are welcome,) *strange!* = (It is strange,) &c. &c.

But from whatever words they are derived, they are mere substitutes for sentences, which it is usually easy to state.

Many interjections are followed by a nominal sentence.

“ *Oh*, THAT I WERE INNOCENT AGAIN.”

(a.) This sentence is equivalent to I WISH *that I were*, &c.

EXAMPLES :—Alas ! my noble boy, that thou shouldst die.”

“ Oh that I were as in months past.”

CHAPTER XII.

COMPLEMENT OF WORDS.

1. Any element in language which completes the sense of a word may be called its *complement*. The complement may be a word, phrase, or sentence.

2. The object of a transitive verb may be called its complement, since the object completes the sense of the verb.

EXAMPLES :—I had a *dream*.

The committee desired *to retire*.

I fear *that the worst is yet to come*.

3. In the neuter sentence as before shown, the verb must be followed by a complement, *which is an adjunct of the subject*.

EXAMPLES :—Ye are *knaves*.

They seem *in earnest*.

The truth is, *we have lost our way*.

4. The neuter verb infinitive or participle must be followed by a complement which is an adjunct of its subject.

I desire to be lenient.

(a.) *Lenient* is the complement of *to be* and an adjunct of *I*, which is the subject of *to be*.

Being in great danger, we fled.

(b.) *In danger*, an adnom. phrase, is the complement of *being* and the adjunct of *we*, which is the subject of *being*.

Having been THWARTED in my endeavors, I left the ground.

(c.) When the neuter infinitive or participle is used nominally, it frequently has no subject, but is still followed by a complement.

His being a clergyman did not deter him from engaging in politics.

(d.) *Being* in this example is subject of the sentence, and *clergyman* is its complement.

To be EMINENT in learning requires long study.

5. A passive participle derived from a transitive verb, whose object is composed of two nouns, or a noun and a pronoun, meaning the same person or thing, will be followed by one of these nouns as its complement, while the other becomes the subject of the sentence.

(a.) In the example,

They named him Jacob.

when the transitive verb *named* is changed to a

passive participle, the noun Jacob becomes its complement, while *him* takes the subjective form, and is the subject of the neuter sentence; as, he was *named* JACOB.

The disciples were called Christians.

(a.) Sub.—*disciples*;—verb—*were*; complement—*called*; indep. neuter sentence, complement of the passive participle, *Christians*.

EXAMPLES :—Sikes was elected *leader*.

The pupils were taught *book-keeping*.

They were termed *Shakers*.

EXAMPLES FOR EXERCISES AND REVIEW.

EXAMPLES OF TRANSITIVE SENTENCES.

Page 23, No. 11.

"The Scottish clans in headlong sway,
Had swept the scarlet ranks away."—*Scott*.

"Events now shaped themselves."—*Bancroft*.

"His followers repeated his new title with affectionate delight."—*Macaulay*.

"He professed in vehement terms his remorse for his treason."—*Ibid*.

EXAMPLES OF INTRANSITIVE SENTENCES.

Page 24, No. 12.

"His heart sank within him."—*Macaulay*.

"Proctor and his suite escaped by timely flight to Ancaster, at the head of Lake Ontario."—*Hildreth*.

"Here unmolested through whatever sign
The sun proceeds, I wander."—*Cowper*.

"High on a throne of royal state Satan exalted sat."

EXAMPLES OF NEUTER SENTENCES.

Page 24, No. 13.

"Your graves are dug amid the dismal clouds."

Pollok.

"Black was her garb, her rigid rule

Reformed on Benedictine rule."—*Scott.*

"Her face was pale and thin—her figure too

Was changed."—*Wordsworth.*

"My sword is thine."—*Baillie.*

"He was a tender husband, an affectionate parent."—*Bancroft.*

EXAMPLES OF DEPENDENT AND INDEPENDENT SENTENCES.

Pages 24, 25, Nos. 15, 16.

"Give me the line that plows its stable course
Like a proud swan."—*Cowper.*

"In every country there were elderly gentlemen who had seen service which was no child's play."—*Macaulay.*

"A third had defended his house till Fairfax had blown in the door with a petard."—*Ibid.*

"In days of old when Arthur filled the throne,
Whose acts and fame to foreign lands were blown,

The king of elves and little fairy queen
Gambol'd on heaths, and danced on every green;
And when the jolly troop had left the round,
The grass unbidden rose."—*Dryden*.

"Now, while I taste the sweetness of the shade,
While nature lies around in deep-lulled noon,
Now come, bold Fancy, spread a daring flight,
And view the wonders of the torrid zone."

Thomson.

"But all in vain : for as the distant hill,
Which on the right or left, the traveler's eye
Bounds, seems advancing as he walks, and oft
He looks, and looks, and thinks to pass, but still
It forward moves, and mocks his baffled sight,
Till night descends and wraps the scene in gloom,
So did this moral height the vision mock ;"

Pollok.

"When the doors were thrown open, and Conway
went forth, there was an involuntary burst of grati-
tude from the grave multitude, which beset the
avenues ; they stopped him ; they gathered round him
as children round a parent, as captives round a
deliverer."—*Bancroft*.

Page 25, No. 18.

"His reply was, he had come to conquer or die."
—*Irving*.

"I am of the family of Zobier, who are fools in the full of the moon, and if you look at the heavens you will see *that this is my day*."—*Irving*.

"This was Saturday night, and on Monday he foretold to his servants that 'by eight of the clock next morning they should lose their master.' "

"The beautiful part of this island, whom I am proud to number amongst the most candid of my readers, will do well to reflect *that our dispute at present concerns our civil as well as religious rights*."—*Addison*.

"That critical discernment is not sufficient to make men poets, is generally allowed. Why it should keep them from becoming poets, is not perhaps equally evident."—*Macaulay*.

Page 25, No. 19.

"The goldfinch, who, to shun the scalding heat,
Had changed the medlar for a safer seat
Now perched upon the lady of the flower."
Dryden.

"There stood a hill not far, whose grisly top
Belched fire and rolling smoke."—*Milton*.

'Great day! for which all other days were made,
For which earth rose from chaos, man from earth."
Young.

"It passed o'er the battle-field where sword,
And spear, and shield, flashed in the light
Of midday."—*Prentice*.

Page 25, No. 20.

"And, while the garrison were meeting them resolutely on that quarter, the detachment on the neighboring heights poured into the place a well-directed fire."—*Prescott*.

"As long as the Coliseum stands, Rome shall stand; when the Coliseum falls, Rome will fall; when Rome falls, the world will fall."

"But, if he joins the opposition, all his associates will expect that he will promote them."—*Macaulay*.

"Herodotus wrote as it was natural that he should write."—*Idem*.

"While this work of butchery was going on, numbers were observed pushing off in the barks that lined the shore, and making the best of their way across the lake."—*Prescott*.

EXERCISES IN CONNECTIVES.

Page 26, No. 24.

"The wigwams and hovels were replaced by well-built houses."—*Bancroft*.

Page 26, No. 25.

"That the early Romans should have had ballad-poetry, *and*, that this poetry should have perished, is, therefore, not strange."—*Macaulay*.

Page 26, No. 26.

"He well saw *and* well stated the immateriality of thought."—*Hallam*.

Page 27, No. 27.

"——— Our God hath raised the slave,
And mocked the *counsel* of the wise, *and* the *valor* of
the brave."—*Macaulay*.

"Essex had neither the virtues *nor* the vices which enable men to retain greatness long."—*Idem*.

Page 27, No. 29.

"But in the glances of his eye,
A penetrating, keen, *and* sly
Expression found its home."—*Scott*.

Page 27, No. 30.

"He was without fear of God *or* man."

Page 27, No. 31.

"There was another, large of understanding,
Of memory infinite; of judgment deep,

Who knew all learning *and* all science knew,
And all phenomena in heaven and earth
Traced to their causes."—*Pollok*.

Page 28, No. 32.

"They fought like brave men, long *and* well."
Halleck.

"Now *and* then events occurred which disturbed
the wretched monotony of Frances Burney's life."—
Macaulay.

Page 28, No. 33.

"Herminius smote Mamilius
Through breastplate *and* through breast."—*Idem*.

Page 28, No. 34.

"When on the throne it sat, and round the neck
Of millions riveted its iron chain,
And on the shoulders of the people laid
Burdens unmerciful—it title took
Of tyranny, oppression, despotism."—*Pollok*.

Page 28, No. 35.

"The disinherited knight sprung from his steed,
and also unsheathed his sword."—*Scott*.

"Pope had perhaps wanted the judgment of Dryden,
but Dryden certainly wanted the diligence of Pope."—*Johnson*.

Page 29, No. 37.

"Beholdest thou yonder, on the crystal sea,
Beneath the throne of God an image fair?"

Pollok.

"Once in the flight of ages past there lived a man."
Montgomery.

Page 29, No. 38.

"Know ye the land *where* the cypress and myrtle
Are emblems of deeds *that* are done in their clime,
Where the rage of the vulture, the love of the
turtle,
Now melt into sorrow, now madden to crime?
Know ye the land of the cedar and vine,
Where the flowers ever blossom, the beams ever
shine;
Where the light wings of zephyr, oppressed with
perfume,
Wax faint in the gardens of Gull in her bloom;
Where the citron and olive are fairest of fruit,
And the voice of the nightingale never is mute;
Where the tints of the earth and the hues of the
sky,
In color though varied, in beauty may vie,
And the purple of ocean is deepest in dye;
Where the virgins are soft as the roses they twine,
And all save the spirit of man is divine?"—*Byron.*

"In another apartment I was highly pleased with a projector *who* had found a device of ploughing the ground with hogs, to save the charges of ploughs, cattle, and labor."—*Swift*.

Page 29, No. 39.

"But *if* any man shall, *by* charging me with theatrical behavior, imply *that* I utter any sentiments *but* my own, I shall treat him *as* a calumniator and a villain."—*Pitt*.

"Wondering *at* my flight ———."—*Milton*.

"Some tempers wince *at* every touch."—*Cowper*.

Page 30, No. 40.

"*While* thus by his brilliant exploits and showy manners, he captivated the imaginations of his countrymen, he won their hearts no less by his soldierlike frankness."—*Prescott*.

"*When* we pass from the science of medicine to that of legislation, we find the same differences between the systems of these two great men."—*Macaulay*.

"——— Escaping evermore.

Yet with so many promises and looks
Of gentle sort, *that he* whose arms returned
Empty a thousand times, still *stretched* them out,
And, grasping, brought them back again unfilled."

Pollok.

Page 30, No. 41.

"But it is less easy to understand *why* he should have been generally unpopular through the country."

Macaulay.

"We wonder *that* Sir Walter Scott never tried his hand on the Duke of Newcastle."—*Idem.*

"I must go and tell the king *that* Cape Breton is an island."

Page 35, No. 7.

"To reverse the rod, to spell the charm backwards, to break the ties which bound a stupefied people to the seat of enchantment, was the noble aim of Milton."—*Macaulay.*

Page 40, No. 27.

"It was Puteney's business, it seems, to abolish faro and masquerades, to stint the young Duke of Marlborough to a pint of brandy a day, and to prevail on Lady Jane to be content with three lovers at a time."—*Macaulay.*

"'Twas pitiful to see the early flower
Nipped by the frost."—*Pollok.*

Page 41, No. 29.

"It was even said that he had purposely allowed Washington to be taken, in hopes of the removal of the seat of government."—*Hildreth.*

"It had been fondly hoped, when the Federal constitution was framed, that the cessation of the foreign slave-trade would be gradually followed by the extinction of slavery itself."—*Hildreth*.

"It is clear that a writer, who falls into such mistakes as these is entitled to no confidence whatever."
—*Macaulay*.

"This phenomenon, it seems probable, was caused by the eruption of the distant Cotapaxi."—*Prescott*.

Page 44, No. 35.

"Myself shall mount the rostrum in his favor."—*Addison*.

Page 45, No. 41.

"My sword and yours are kin."—*Shakspeare*.

"Your sword and mine are different in construction."—*Webster*.

Page 46, No. 45.

"But this fastidiousness, which considers certain kinds of remuneration disgraceful to men of liberal condition, did not prevail in those simple ages."—*Hallam*.

"Every man who attends to his own ideas, will discover order as well as connexion in their succession."
—*Lord Kames*.

Page 48, No. 57.

“Appoint to office such men as deserve confidence.”

Page 49, No. 60.

“This is what ranks the writer with the master-spirits of the age! This is what has been described over and over again, in terms which would require some qualification if used respecting *Paradise Lost*!”
Macaulay.

Page 49, No. 60.

“Whoever trespasses shall be punished.”

Page 49, No. 60.

“At once came forth whatever creeps.”—*Milton.*

Page 50, No. 63.

“I know what qualities you desire in a friend.”—*Webster.*

Page 52, No. 64.

“Who hath divided a watercourse for the overflowing of waters, or a way for the lightning of thunder?”

“———— the brute and rational
To please him ministered, and vied among

Themselves, who most should his desires prevent."

Pollok.

Page 55, No. 72.

"*Self-love* and *reason* to one end aspire,
Pain their aversion, pleasure their desire;
But greedy *that*, its object would devour;
This taste the honey, and not wound the flower."

Pope.

Page 56, No. 74.

"We are told that when a mere child, he stole away from his playfellows to a vault in St. James' fields, for the purpose of discovering the cause of a singular echo which he had observed there. It is certain that, at only twelve, he busied himself with very ingenious speculations on the art of legerdemain. *These* are trifles."—*Macaulay.*

"To write history respectably—that is, to abbreviate dispatches, and make extracts from speeches, to intersperse in due proportion epithets of praise and abhorrence, to draw up antithetical characters of great men, setting forth how many contradictory virtues and vices they united; all *this* is very easy."—*Idem.*

"You say that the man is innocent; that, he is not."—*Webster.*

Page 57, No. 79.

“Every one has his peculiarities.”—*Webster*.

Page 58, No. 84.

“The sons of heaven, archangel, seraph, saint.
There daily read their own essential worth,
And as they read, take place among the just,
Or high or low, each as his value seems.”—*Pollok*.

Page 58, No. 86.

“None were found who would venture beyond the river.”

Page 59, No. 88.

“And both of them made a covenant.”—*Genesis*.

Page 59, No. 89.

“Lepidus flatters both,
Of both is flattered; but he neither loves,
Nor *either* cares for him.”—*Shakspeare*.

Page 64, No. 9.

“We believe, that at this conjuncture, he had it in his power to give victory either to the Whigs or to the king’s friends.”—*Idem*.

Page 66, No. 15.

“For His elect’s sake whom he hath chosen.”

“The Black Prince, whom he had ungratefully offended, withdrew into Guienne.”—*Hallam*.

Page 66, No. 16, (c.)

“—— They turned, surprised,
That they had missed so long, what now they
found.”—*Pollok*.

Page 67, No. 17, I.

“—— Me what is substance teach,
And shadow what.”—*Pollok*.

“Son, give me thy heart.”

“The woman whom thou gavest to be with me,
she gave me of the tree and I did eat.”—*Genesis*.

Page 68, No. 17, II.

“And honest men bewailed all order void ;
All laws annulled ; all property destroyed ;
The venerable murdered in the streets ;
The wise despised ; streams red with blood,
Lands desolate ; and famine, at the door.”

Pollok.

Page 71, No. 20.

“I heard that the Greeks had defeated the Turks.”

“You allege that the man is innocent.”—*Webster*.

GENERAL EXERCISES FOR ANALYSIS.

THE CLOSING YEAR.—PRENTICE.

1. 'Tis¹ midnight's² holy³ hour—and⁴ silence⁵ now
Is brooding,⁶ like⁷ a gentle spirit, o'er⁷
The still and pulseless world. Hark! on⁸ the winds
The bell's⁹ deep tones are swelling; 'tis the knell
Of⁹ the departed year.

2. No³ funeral train
Is sweeping⁶ past; yet,⁴ on⁷ the stream and¹⁰ wood,
With⁷ melancholy light, the moonbeams rest,
Like a pale, spotless shroud; the air is stirred,
As¹¹ by a mourners sigh; and on yon cloud,⁷
That¹² floats¹² so still and¹³ placidly thro'⁷ heaven,

¹ Page 24, No. 13. ² P. 114, 10. ³ P. 118, 22. ⁴ P. 28, 35.
⁵ P. 34, 1. ⁷ P. 29, 36. What does *like* connect? ⁸ *On* connects
winds to *swelling*. ⁹ P. 29, 38. *Of* connects *year* to *knell*.
¹⁰ P. 27, 30. ¹¹ *As* is here the connective of an adverbial sentence
which is not expressed, perhaps—as *it would be stirred*. *By* connects
sigh to a verb in this suppressed sentence. ¹² P. 25, 19. *To* what
does *that* connect its sentence? ¹³ P. 28, 32.

The spirits of the seasons seem to stand,
 Young Spring,¹ bright summer,¹ Autumn's solemn
 form,¹

And Winter¹ with his aged locks, and breathe
 In mournful cadences,² that come abroad
 Like the far wind-harp's wild and touching wail,
 A melancholy dirge³ o'er the dead year,
 Gone⁴ from earth for ever.

3. 'Tis a time

For memory and for tears. Within the deep,
 Still chambers of the heart, a specter dim,
 Whose⁵ tones⁶ are like⁷ the wizard voice of Time,
 Heard⁸ from the tomb of ages, points⁹ its¹⁰ cold
 And solemn finger to the beautiful
 And holy visions² that have passed away,
 And¹¹ left no shadow³ of their loveliness
 On¹² the dead waste of life.

4. That specter lifts

The coffin-lid of hope, and¹³ joy, and love,
 And, bending¹⁴ mournfully above the pale
 Sweet forms that slumber there, scatters dead flowers
 O'er what¹⁵ has passed to nothingness.

5. The year

¹ Page 114, 12. ² P. 170, No. 22. ³ P. 62, 1. What is the object of *breathe*? ⁴ *Gone* is an adjunct of *year*. ⁵ P. 172, 24.

⁶ P. 164, 5. ⁷ P. 78. (c.) ⁸ Of what is *heard* the adjunct?

⁹ *Specter* is the subject of *points*. ¹⁰ P. 115, 15. ¹¹ P. 26, 26.

¹² P. 29, 39. ¹³ P. 27, 30. ¹⁴ What does *bending* limit?

¹⁵ P. 148. (a.)

Has gone, and with it,¹ many a glorious throng
 Of happy dreams. Its mark is on³ each brow,²
 Its shadow on each heart. In its swift course,
 It waved its scepter o'er the beautiful—
 And they are⁴ not.

6. It laid its pallid hand
 Upon the strong man—and the haughty form
 Is fallen,⁵ and the flashing eye is dim.
 It trod the hall⁶ of revelry, where thronged⁷
 The bright and joyous—and the tearful wail
 Of stricken ones is heard, where erst⁸ the song
 And reckless shout resounded.

7. It passed o'er
 The battle-plain, where sword and spear and shield
 Flashed in the light of midday—and the strength
 Of serried hosts is shivered, and the grass,
 Green⁹ from the soil of carnage, waves above
 The crushed and mouldering skeleton.
 8. It came and faded like¹⁰ a wreath of mist at eve;
 Yet, ere it melted in the viewless air,

¹ *With it* is an adverbial phrase limiting the verb *has gone*, which is understood after *throng*. ² P. 78. (c.) ⁴ The sentence *they are not* is not neuter; the verb *are*, here signifies *exist*, and does not require an adjunct of the subject after the verb; the sentence is therefore intransitive. P. 24, 12 and 13. ⁵ P. 77. (b.) ⁶ P. 173, 25. ⁷ What is the subject of *thronged*? ⁸ *Erst* is an adverb. word qualifying *resounded*. ⁹ *Green* is the adjunct of *grass*. ¹⁰ P. 29, 39.

It heralded its¹ millions to their homes,
In the dim land of dreams.

9. Remorseless time,—

Fierce spirit² of the glass and scythe,—what power
Can stay³ him⁴ in his silent course, or melt
His iron heart to pity? On, still on
He presses and forever.

10. The proud bird,

The condor of the Andes, that can soar
Through heaven's unfathomable depths, or⁵ brave
The fury of the northern hurricane
And⁶ bathe his plumage in the thunder's home,
Furls his broad wings at nightfall, and sinks down
To rest upon his mountain-crag,—but Time
Knows not the weight of sleep or weariness,
And night's deep darkness has no chain to bind⁷
His rushing pinion.⁸

11. Revolutions sweep

O'er earth, like troubled visions o'er the breast
Of dreaming sorrow; cities rise and sink,
Like bubbles on the water; fiery isles
Spring, blazing⁹ from the ocean, and go back
To their mysterious caverns; mountains rear

¹ Page 115, No. 15. ² P. 163, 2. ³ P. 85, 18. ⁴ P. 160. (b).

⁵ *Or* connects the infinitives *soar* and *brave*. ⁶ *And* connects *brave* and *bathe*. ⁷ *To bind* limits *chain*. ⁸ P. 62, 1. ⁹ What does *blazing* limit?

To heaven their bald and blackened cliffs, and bow
Their tall heads to the plain ; new empires rise
Gathering the strength of hoary centuries ;
And rush down like the Alpine avalanche,
Startling the nations ; and the very stars¹—
Yon bright and burning blazonry of God—
Glitter awhile in their eternal depths,
And, like² the Pleiad, loveliest of their train,
Shoot from their glorious spheres, and pass away,
To darkle in the trackless void.

12. Yet Time—

Time, the tomb-builder—holds his fierce career,
Dark, stern, all-pitiless, and pauses not
Amid the mighty wrecks that strew his path,
To sit and muse, like other conquerors,
Upon³ the fearful ruin he has wrought.

¹ What word is in apposition with *stars* ? ² *Like* connects *Pleiad* to *shoot*. ³ *Upon* connects its phrase to *muse*.

COURSE OF TIME.

BOOK IV.

THE LIST OF POWER.

- 1 "THE world had¹ much of strange and wonderful:

In passion much, in action, reason, will;
And much in Providence, which² still retired
From human eye, and³ led philosophy,

- 5 That⁴ ill her ignorance⁴ liked to own,⁵ through⁶
dark

And dangerous paths of speculation wild.

Some striking features, as⁷ we pass, we mark,⁸

In order such⁹ as memory suggests.

"One passion prominent appears:¹⁰ the lust¹¹

- 10 Of power, which oft-times took the fairer name
Of liberty, and hung the popular flag
Of freedom out. Many,¹² indeed, its names:

¹ Page 79, No. 3. ² P. 46, 45. *Which* connects its sentence to *much*. ³ P. 27, 31. ⁴ P. 160. (*a.*) ⁵ P. 86. (*b.*) ⁶ *Through* connects its phrase to *led*. ⁷ P. 30, 40. ⁸ *We mark features* is the indep. sentence. ⁹ P. 132 (*d.*) *As* is the object of *suggests*.
¹⁰ P. 80, 6. ¹¹ P. 114, 11. ¹² Supply a verb.

- When¹³ on the throne it sat, and¹⁴ round the neck
 Of millions riveted its iron chain,
 15 And¹⁴ on the shoulders of the people laid
 Burdens unmerciful, it title took
 Of tyranny, oppression, despotism ;
 And every tongue was weary cursing it.
 When¹⁵ in the multitude it gathered strength,
 20 And,¹⁶ like an ocean¹⁷ bursting from its bounds,
 Long beat¹⁸ in vain, went forth resistlessly,
 It bore the stamp and designation, then,
 Of popular fury, anarchy, rebellion ;
 And honest men bewailed all order¹⁹ void ;¹⁹
 25 All laws²⁰ annulled ;²⁰ all property²⁰ destroyed ;²⁰
 The venerable²⁰ murdered²⁰ in the streets ;
 The wise²⁰ despised ;²⁰ streams red¹⁹ with human
 blood ;
 Harvests²⁰ beneath the frantic foot trode²⁰ down ;
 Lands¹⁹ desolate ;¹⁹ and famine²¹ at the door.
 30 “ These are a part ; but other names it had,
 Innumerable²² as the shapes and robes it wore ;
 But under every name, in nature still

¹³ *When* connects its sentence to *took*. ¹⁴ P. 28, 34. ¹⁵ *When* connects its sentence to *bore*. ¹⁶ P. 28, 34. ¹⁷ P. 166, 10. ¹⁸ *Beat* is a participle—an adnom. word limiting *bounds* ; it is a perf. passive participle used instead of *beaten*. ¹⁹ P. 68, (II.) ²⁰ In this case the object is composed of a noun and participle. ²¹ Here the object is a noun and the adnom. phrase *at door*. ²² *Innumerable* qualifies *names*. Supply a verb with *shapes*, and a relative pronoun—object of *wore*—before *it*.

- Invariably the same, and always bad.
 We own,²⁴ indeed, that oft against itself
 35 It fought, and sceptre²⁵ both²⁶ and people²⁵ gave
 An equal aid,²⁵ as²⁷ long exemplified
 In Albion's isle—Albion, queen²⁸ of the seas—
 And²⁹ in the struggle, something like a kind
 Of civil liberty grew up, the best³⁰
 40 Of mere terrestrial root; but³¹ sickly,³⁰ too,
 And³¹ living³⁰ only—strange³² to tell!—in strife
 Of factions equally contending; dead,³⁰
 That very moment³³ dead,³⁰ that³⁴ one prevailed.
 “Conflicting³⁵ cruelly against itself,
 45 By its own hand it fell; part slaying part.
 And men who noticed not the suicide,
 Stood wondering³⁶ much why earth, from age to
 age,
 Was still enslaved, and³⁷ erring causes gave.
 “This was earth's liberty, its nature this,
 50 However named, in whomsoever found—

²⁴ P. 71, 20. ²⁵ P. 67, 17 (I.) *Scepter* and *people* are the indirect objects of *gave*, while *aid* is the direct object. ²⁶ *Both* qualifies the nouns *scepter* and *people*. ²⁷ Supply *it was*, after *as*. ²⁸ P. 163, 2. ²⁹ *And* connects the sentence *it fought* and *something grew*; both sentences are nominal. ³⁰ *Best*, *sickly*, *living*, and *dead*, are adnom. words limiting *liberty*. ³¹ P. 27, 29. ³² *Strange* is an adnom. word qualifying the whole clause “living only in strife of factions equally contending.” ³³ P. 150, 75. ³⁴ *That* connects the following sentence to *moment*. ³⁵ *Conflicting* limits *it*. ³⁶ P. 121, 37. ³⁷ P. 28, 35.

- And found it was in all of woman born—
 Each man to make³⁸ all subject to his will ;
 To make them do,³⁹ undo,³⁹ eat,³⁹ drink,³⁹ stand,³⁹
 move,³⁹
 Talk,³⁹ think,³⁹ and feel,³⁹ exactly as he chose.
- 55 Hence the eternal strife⁴⁰ of brotherhoods,
 Of individuals, families, commonwealths.
 The root from which it grew was pride—bad
 root
 And bad the fruit⁴² it bore. Then wonder⁴³ not
 That long the nations from it richly reaped
- 60 Oppression, slavery, tyranny, and war ;
 Confusion, desolation, trouble, shame.
 And,⁴⁴ marvelous though it seem, this monster,
 when
 It took the name of slavery, as oft
 It did, had advocates to plead its cause ;
- 65 Beings⁴⁵ that walked erect, and spoke like men ;
 Of Christian parentage descended,⁴⁶ too,

To make, with its subject *man*, is in apposition with *this* ; *named* and *found* are adnom. words also limiting *this* ; *in whomsoever* is an adverb. phrase limiting *found*. ³⁹ P. 10, (IV.) ⁴⁰ Supply a verb. *Which* connects the sentence *it grew* to *root*, and is also the essential element of an adverb. phrase connected by *from* to *grew*. ⁴² Supply the verb *was* with *fruit* and the connective *which* or *that* before it.

⁴³ What is the subject of wonder ? ⁴⁴ *Monster had advocates* is the indep. sentence : *when* and *though* connect their sentences to *had*. *Though it seems marvelous* is a neut. sentence. ⁴⁵ P. 116, 14. *Beings* is in apposition with *advocates*. ⁴⁶ *Descended* and *dipped* are

And dipped⁴⁶ in the baptismal font, as sign
Of dedication to the Prince who bowed
To death, to set the sin-bound prisoner free.”

FREEDOM AND SLAVERY.

70 “Unchristian thought!⁴⁷ on what pretence
soe’er

Of right inherited, or else acquired ;
Of loss, or profit, or what plea you name,
To buy and sell, to barter, whip, and hold
In chains, a being⁴⁸ of celestial make ;

75 Of kindred form, of kindred faculties ;
Of kindred feelings, passions, thoughts, desires ;
Born free, and heir of an immortal hope ;
Thought⁴⁹ villanous, absurd, detestable !
Unworthy to be harbored in a fiend !

80 And only overreached in wickedness
By that, birth too of earthly liberty,

adnom. words limiting *beings*. ⁴⁷ Independent by exclamation. The infinitives *to buy, to sell, to barter, to whip, and to hold*, are phrases in apposition with *thought*. The adjunct of these infinitives is *on pretence* ; adjunct of *pretence*—*of right* ; adjunct of RIGHT—*inherited or acquired* ; farther adjunct of PRETENCE, *of loss or profit* ; *on* must be supplied before *plea*. The phrase *on plea* limits the above-named infinitive. ⁴⁸ *Of make, of form, &c.*, and also *born and heir*, are adjuncts of *being*. *Make* is here a noun. ⁴⁹ *Thought* is again independent by exclamation. *Villanous, absurd, detested, unworthy*, and *overreached* are adjuncts of *thought* ; *by that* limits *overreached*, *that* stands for some noun suppressed. *Birth* here has the force of *born*, and limits *that*. *Which aimed, &c.*, also limits *that*.

Which aimed to make a reasonable man
 By legislation think, and by the sword
 Believe. This was that liberty renowned,
 85 Those equal rights of Greece and Rome, where⁵⁰
 men,
 All but a few, were bought, and sold, and
 scourged,
 And killed, as interest or caprice enjoined ;
 In aftertimes talked⁵¹ of, written of so much,⁵²
 That most, by sound and custom led away,
 90 Believed the essence⁵⁴ answered⁵⁴ to the name.
 Historians on this theme were long and warm.
 Statesmen, drunk⁵⁵ with the fumes of vain de-
 bate,
 In lofty swelling phrase, called it perfection ;
 Philosophers its rise, advance, and fall,
 95 Traced carefully ; and poets kindled⁵⁶ still,
 As memory brought it up : their lips were
 touched
 With fire, and uttered words that men adored.
 Even he, true bard⁵⁷ of Zion, holy man !⁵⁷
 To whom the Bible taught this precious verse,

⁵⁰ P. 173, 25. ⁵¹ Talked, with its *inseparable adjunct* of, limits *rights* in the 85th verse. The same is true of *written*. ⁵² *That most believed*, &c, qualify *much* as limited by *so*. ⁵⁴ P. 71, 20.
⁵⁵ P. 124, 42. ⁵⁶ P. 79, 4. ⁵⁷ P. 114, 11. *Bard* and *man* are in apposition with *he*. The indep. sentence is *he kept harp*.

100 'He⁵⁹ is the freeman whom the truth makes free,'
 By fashion,⁶⁰ though⁶¹ by fashion little swayed,
 Scarce kept his harp from Pagan freedom's
 praise.

The captive prophet, whom⁶² Jehovah gave
 The future years,⁶² described it best, when he
 105 Beheld it rise in vision of the night,
 A dreadful beast, and⁶³ terrible, and⁶³ strong
 Exceedingly, with mighty iron teeth ;
 And, lo ! it brake in pieces, and devoured
 And stamped the residue beneath its feet !
 110 True liberty was Christian ;⁶⁴ sanctified,⁶⁴
 Baptized,⁶⁴ and found in Christian hearts alone
 First-born⁶⁴ of Virtue, daughter⁶⁴ of the skies,
 Nursling⁶⁴ of truth divine, sister⁶⁴ of all
 The graces, meekness, holiness, and love ;
 115 Giving⁶⁴ to God, and man, and all below,
 That symptom showed of sensible existence,
 Their due⁶⁵ unasked ; fear⁶⁵ to whom⁶⁶ fear was
 due ;
 To all, respect,⁶⁵ benevolence,⁶⁵ and love :⁶⁶
 Companion of religion, where she came,

⁵⁹ This line is in apposition with *verse*. P. 170, 21. ⁶⁰ Supply *swayed*, limiting *fashion*. ⁶¹ Supply *he was* after *though*. ⁶² P. 67, 17, (I.) ⁶³ What does *and* connect? ⁶⁴ Complement of *was* and adjunct of *liberty*. ⁶⁵ Object of *giving*. ⁶⁶ P. 171, 23.

120 There freedom⁶⁸ came ; where dwelt, there freedom dwelt ;

Ruled where she ruled, expired where she expired.

‘ He was the freeman whom the truth made free,’

Who, first of all, the bands of Satan broke ;

Who broke the bands of Sin, and for his soul,

125 In spite of fools, consulted seriously ;

In spite of fashion, persevered in good ;

In spite of wealth or poverty, upright ;

Who did as reason, not as fancy, bade ;

Who heard temptation sing, and yet turned not

130 Aside ; saw Sin bedeck her flowery bed,

And yet would not go⁶⁹ up ; felt at his heart

The sword unsheathed, yet would not sell the truth ;

Who, having power, had not the will to hurt ;

Who blushed alike to be, or have a slave ;

135 Who blushed at naught but sin, feared naught but God ;

Who, finally, in strong integrity

Of soul, ’midst want, or riches, or disgrace,

⁶⁸ *Freedom came, freedom dwelt, freedom ruled, and freedom expired,* are independent sentences. The adjuncts of *he*, direct and indirect, extend from *whom* in the 122 verse, to *peace* in the 143. ⁶⁹ Page 85, 18.

Uplifted calmly sat, and heard the waves
 Of stormy folly breaking at his feet,
 140 Now shrill⁷⁰ with praise, now hoarse⁷⁰ with foul
 reproach,
 And both despised sincerely ; seeking this
 Alone—the approbation of his God,
 Which still with conscience witnessed to his
 peace.

This, this is freedom, such as⁷¹ angels use,
 145 And kindred to the liberty of God.
 First-born of Virtue ! daughter of the skies !
 The man, the state⁷² in which she ruled, was
 free ;
 All else⁷³ were slaves of Satan, Sin, and Death.

THE HUMAN HEART.

Already thou hast something heard of good
 150 And ill, of vice and virtue, perfect each ;
 Of those redeemed, or else abandoned quite ;
 And more shalt hear, when, at the judgment-
 day,
 The characters of mankind we review.
 Seems aught⁷⁴ which thou hast heard astonish-
 ing ?

⁷⁰ Adjunct of *waves*. ⁷¹ P. 132. (*d.*) *As* is the object of *use*.
⁷² P. 163, 2. ⁷³ *Else* is subject of *were*. ⁷⁴ *Aught* seems astonishing
 is a neuter sentence.

- 155 A greater wonder⁷⁵ now thy audience asks ;
 Phenomenon⁷⁶ in all the universe
 Of moral being, most anomalous ;
 Inexplicable most, and wonderful.
 I'll introduce thee to a single heart
- 160 A human heart : we enter not the worst,
 But one by God's renewing Spirit touched,
 A Christian heart, awaked from sleep of sin.
 What seest thou here ? what mark'st ? (ob-
 serve it well)
 Will,⁷⁸ passion, reason, hopes, fears, joy, distress,
- 165 Peace, turbulence, simplicity, deceit,
 Good, ill, corruption, immortality ;
 A temple of the Holy Ghost, and yet
 Oft lodging fiends ; the dwelling-place of all
 The heavenly virtues—charity and truth,
- 170 Humility, and holiness, and love ;
 And yet the common haunt of anger, pride,
 Hatred, revenge, and passions foul with lust ;
 * * * * * *
- A soldier listed in Messiah's band,

⁷⁵ *Wonder* is subject of *asks*. ⁷⁶ *Phenomenon* is in apposition with *wonder*. *What* is the object of *seest* and *mark'st*. ⁷⁸ The full construction would be *thou seest will, passion, reason, hopes, fears, joy, distress, peace, turbulence, simplicity, deceit, good, ill, corruption, immortality*. *Temple, dwelling-place, and haunt*, are also objects of *seest*, understood. *Soldier, heir, and emblem*, are in the same construction with *will, passion, &c., &c.*

- 175 Yet⁸⁰ giving⁸¹ quarter to Abaddon's troops ;
 With seraphs drinking⁸¹ from the well of life,
 And yet⁸² carousing⁸¹ in the cup of death ;
 An heir of heaven, and walking thitherward,
 Yet casting back a covetous eye on earth :
- 180 Emblem of strength and weakness ; loving⁸¹ now,
 And now abhorring⁸¹ sin ; indulging⁸¹ now,
 And now repenting⁸¹ sore ; rejoicing⁸¹ now
 With joy unspeakable, and full of glory,
 Now weeping⁸¹ bitterly, and clothed⁸³ in dust :
- 185 A man willing⁸¹ to do, and doing⁸¹ not ;
 Doing,⁸¹ and willing⁸¹ not ; embracing,⁸¹ what⁸⁴
 He hates ; what⁸⁴ most he loves, abandoning ;⁸⁵
 Half saint,⁸⁶ and sinner⁸⁶ half ; half life, half
 death ;
 Commixture⁸⁶ strange of heaven, and earth, and
 hell."

THE CHRISTIAN'S CONTEST.

- 190 What seest thou here ? what mark'st ? A
 battle-field :
 Two banners⁸⁹ spread, two dreadful fronts⁸⁹ of
 war

⁸⁰ P. 27, 29. ⁸¹ P. 166, 10. ⁸² P. 173, 26. ⁸³ P. 167, 13.

⁸⁴ P. 66, 16. (c.) ⁸⁵ P. 162. (c.) ⁸⁶ In apposition, with *man*.

⁸⁹ The full construction would be, *Thou seest a battle-field, banners, &c.*

In shock of opposition fierce engaged :
 God, angels, saw whole empires rise in arms ;
 Saw kings exalted ; heard them tumbled⁹⁰ down,
 195 And others raised ; and heeded not : but here
 God, angels, looked : God, angels, fought : and
 Hell,
 With all his legions,⁹¹ fought : here error fought
 With truth ; with darkness, light ;⁹² and life⁹²
 with death.
 And here not kingdoms, reputations, worlds,
 200 Were won : the strife was for eternity ;⁹³
 The victory was never-ending bliss ;
 The badge, a chaplet from the tree of life.
 While thus, within, contending armies
 strove,
 Without,⁹⁴ the Christian had⁹⁵ his troubles too :
 205 For, as by God's unalterable laws,
 And ceremonial of the heaven of heavens,
 Virtue takes place of all, and worthiest deeds
 Sit highest at the feet of bliss ; on earth

⁹⁰ P. 69, 19, (a.) ⁹¹ *With legions* is an adnom. phrase qualifying *Hell*. ⁹² *Life* and *light* are subjects of *fought*, understood. ⁹³ *For eternity* is a phrase comp. of the neut. verb *was*. ⁹⁴ *Without* is the connective of a phrase whose essential element is suppressed. It may be called an adverb. word. ⁹⁵ *Had* is limited by *for opposite was rule*. This sentence is limited by *as virtue takes place* ; in all such cases the verb is considered the representative of the sentence, and the adjunct is called adverbial. *By laws* and *by ceremonial* are adjuncts of *takes*.

The opposite was fashion's rule polite.

- 210 Virtue the lowest place at table took,
 Or served, or was shut out: the Christian still
 Was mocked, derided, persecuted, slain :
 And slander, worse than mockery, or sword,
 Or death, stood nightly by her horrid forge,
 And fabricated lies to stain his name
 And wound his peace. But still he had a source
 Of happiness, that men could neither give
 Nor take away : the avenues that led
 To immortality before him lay :

- 220 He saw, with faith's far-reaching eye, the fount
 Of life, his Father's house, his Savior God,
 And borrowed thence to help his present want.

* * * * *

- Virtue grew daily stronger,⁹⁶ sin
 Decayed ; his enemies,⁹⁷ repulsed, retired ;
 225 Till at the stature of a perfect man
 In Christ arrived,⁹⁸ and, with the Spirit filled,
 He gained the harbor of eternal rest.

⁹⁶ *Stronger* qualifies *virtue*. ⁹⁷ *Enemies retired* is the sentence,
 and *repulsed* limits the subject. ⁹⁸ *Arrived* and *filled* limit the sub-
 ject of the sentence *he gained harbor*.

VIRTUE IMPERFECT.

- But think⁹⁹ not virtue, else than¹⁰⁰ dwells in God
 Essentially, was perfect, without spot.
- 230 Examine yonder suns : at distance seen,
 How bright they burn ! how gloriously they
 shine,
 Mantling the worlds around in beamy light !
 But nearer viewed, we through their luster see
 Some dark behind : so virtue was on earth,
- 235 So is in heaven, and so shall always be.
 Though good it seem, immaculate, and fair
 Exceedingly, to saint or angel's gaze,
 The uncreated Eye, that searches all,
 Sees it imperfect : sees, but blames not ; sees,
- 240 Well pleased ; and best with those who deepest
 dive
 Into themselves, and know themselves the¹⁰¹ most
 Taught thence in humbler reverence to bow
 Before the Holy One ; and oftener view
 His excellence, that in them still may rise,
- 245 And grow, his likeness,¹⁰² growing evermore.
 Nor think⁹⁹ that any, born of Adam's race,
 In his own proper virtue entered heaven.
 Once fallen from God and perfect holiness,

⁹⁹ P. 71, 20.
 the adverb *most*.

¹⁰⁰ *Than* is subject of *dwells*.
¹⁰² *Likeness* is subject of *may*.

¹⁰¹ *The* qualifies

- No being, unassisted, e'er could rise,
 250 Or sanctify the sin-polluted soul.
 Oft was the trial made ; but vainly made :
 So oft as men, in earth's best livery clad,
 However fair, approached the gates of heaven,
 And stood presented to the eye of God,
 255 Their impious pride so oft¹⁰³ his soul abhorred.
 Vain hope ! in patch-work of terrestrial grain,
 To be received into the courts above ;
 As vain, as towards yonder suns to soar
 On wing of waxen plumage, melting soon.

REDEEMING LOVE.

- 260 Look round, and see those numbers infinite,
 That stand before the throne, and in their
 hands
 Palms waving¹⁰⁴ high, as token of victory
 For battles won : these are the sons of men
 Redeemed, the ransomed of the Lamb of God :
 265 All these, and millions more of kindred blood,
 Who are now out on messages of love—
 All these—their virtue, beauty, excellence,
 And joy—are purchase of redeeming blood ;
 Their glory, bounty of redeeming love.
 270 "O love¹⁰⁵ divine!—harp,¹⁰⁶ lift thy voice on high!"

¹⁰³ *So oft* is redundant.

¹⁰⁵ *Independent* by exclamation.

¹⁰⁶ *In-*dependent by address.

- Shout, angels! shout aloud, ye sons¹⁰⁷ of men!
 And burn, my heart,¹⁰⁷ with the eternal flame!
 My lyre,¹⁰⁷ be eloquent with endless praise!—
 O love divine! immeasurable love!
- 275 Stooping¹⁰⁸ from heaven to earth, from earth to
 hell,
 Without beginning,¹⁰⁹ endless, boundless love!
 Above all asking, giving¹⁰⁸ far, to those
 Who naught deserved, who naught deserved but
 death!
- Saving¹⁰⁸ the vilest! saving¹⁰⁸ me!—O love
- 280 Divine! O Savior God! O Lamb, once slain!
 At thought of thee, thy love, thy flowing blood,
 All thoughts decay; all things remembered,
 fade;
 All hopes return; all actions done by men
 Or angels, disappear, absorbed and lost;
- 285 All fly,¹¹⁰ as from the great white Throne, which
 he,
 The prophet, saw, in vision wrapped;¹¹¹ the
 heavens
 And earth, and sun, and moon, and starry host
 Confounded¹¹¹ fled, and found a place no more.

¹⁰⁷ Independent by address.

¹⁰⁸ Adnom. word, adjunct of *love*.

¹⁰⁹ Adnom. phrase, adjunct of *love*.

¹¹⁰ The construction here is as follows: "*All fly as the heavens and earth and sun and moon and starry host, confounded, fled from the great white throne which,*" &c.

¹¹¹ P. 124, 42.

WINTER.

THE ARGUMENT.—The Subject proposed.—Address to the Earl of Wilmington.—First approach of Winter.—According to the natural course of the season, various storms described.—Rain.—Wind.—Snow.—The driving of the Snows ; a man perishing among them ; whence reflections on the wants and miseries of human life.—The wolves descending from the Alps and Apennines.—A Winter evening described ; as spent by philosophers ; by the country people ; in the city.—Frost.—A view of Winter within the polar circle.—A thaw.—The whole concluding with moral reflections on a future state.

SEE! WINTER comes to rule the varied year,
 Sullen and sad, with all his rising train ;
 Vapors, and clouds, and storms. Be these my
 theme ;
 These, that exalt the soul to solemn thought,
 5 And heavenly musing. Welcome, kindred glooms,
 Congenial horrors, hail ! With frequent foot,
 Pleased have I, in my cheerful morn of life,
 When nursed by careless solitude I lived,
 And sung of Nature with unceasing joy,
 10 Pleased have I wandered through your rough
 domain ;
 Trod the pure virgin-snows, myself as pure ;
 Heard the winds roar, and the big torrent burst ;
 Or seen the deep-fermenting tempest brew'd,

In the grim evening sky. Thus pass'd the time,
15 Till through the lucid chambers of the south
Look'd out the joyous Spring, look'd out and
smiled.

ADDRESS TO THE EARL OF WILMINGTON.

To thee, the patron of her first essay,
The Muse, O Wilmington! renews her song.
Since has she rounded the revolving year;
20 Skimmed the gay Spring; on eagle pinions
borne,
Attempted through the summer blaze to rise;
Then swept o'er Autumn with the shadowy gale;
And now among the wintry clouds again
Roll'd in the doubling storm, she tries to soar;
25 To swell her note with all the rushing winds;
To suit her sounding cadence to the floods.
As is her theme, her numbers wildly great:
Thrice happy could she fill thy judging year
With bold description and with manly thought.
30 Nor art thou skill'd in awful schemes alone,
And how to make a mighty people thrive;
But equal goodness, sound integrity,
A firm unshaken, uncorrupted soul
Amid a sliding age, and burning strong
35 (Not vainly blazing) for thy country's weal,
A steady spirit regularly free:

These, each exalting each, the statesman light
 Into the patriot ; these, the public hope
 And eye to thee converting, bid the Muse
 40 Record what envy dares not flattery call.

THE FIRST APPROACH OF WINTER.

Now when the cheerless empire of the sky
 To Capricorn the Centaur Archer yields,
 And fierce Aquarius stains th' inverted year ;
 Hung o'er the furthest verge of heaven, the sun
 45 Scarce spreads through ether the dejected day,
 Faint are his gleams, and ineffectual shoot
 His struggling rays in horizontal lines,
 Through the thick air ; as clothed in cloudy
 storm,
 Weak, wan, and broad, he skirts the southern
 sky ;
 50 And, soon descending, to the long dark night,
 Wide shading all, the prostrate world resigns.
 Nor is the light unwish'd ; while vital heat,
 Light, life, and joy the dubious day forsake.
 Meantime, in sable cincture, shadows vast,
 55 Deep-tinged and damp, and congregated clouds,
 And all the vapory turbulence of heaven,
 Involve the face of things. Thus Winter falls,
 A heavy gloom, oppressive o'er the world,
 Through Nature shedding influence malign,

- 60 And rouses up the seeds of dark disease.
The soul of man dies in him, loathing life,
And black with more than melancholy views.
The cattle droop; and o'er the furrow'd land,
Fresh from the plough, the dun discolor'd flocks,
65 Untended spreading, crop the wholesome root.
Along the woods, along the moorish fens,
Sighs the sad genius of the coming storm;
And up among the loose disjointed cliffs,
And fractured mountains wild, the brawling
brook
70 And cave presageful, send a hollow moan,
Resounding long in listening Fancy's ear.

CHEERLESS RAIN-STORM

- Then comes the father of the tempest forth,
Wrapp'd in black glooms. First, joyless rains
obscure
Drive through the mingling skies with vapor
foul;
75 Dash on the mountain's brow, and shake the
woods,
That grumbling wave below. Th' unsightly plain
Lies a brown deluge; as the low bent clouds
Pour flood on flood, yet unexhausted, still
Combine, and deepening into night, shut up
30 The day's fair face. The wanderers of heaven,

- Each to his home, retire ; save those that love
To take their pastime in the troubled air,
Or skimming flutter round the dimply pool.
The cattle from the untasted fields return,
85 And ask, with meaning low, their wonted stalls ;
Or ruminatè in the contiguous shade.
Thither the household, feathery people crowd,
The crested cock, with all his female train,
Pensive, and dripping ! while the cottage hind
90 Hangs o'er th' enlivening blaze, and taleful
there
Recounts his simple frolic. Much he talks,
And much he laughs, nor recks the storm that
Without, and rattles on his humble roof. [blows
Wide o'er the brim, with many a torrent
swell'd,
95 And the mix'd ruin of its banks o'erspread,
At last the roused-up river pours along.
Resistless, roaring, dreadful, down it comes,
From the rude mountain and the mossy wild.
Tumbling through rocks abrupt, and sounding
far ;
100 Then o'er the sanded valley floating spreads,
Calm, sluggish, silent ; till again, constrain'd
Between two meeting hills, it bursts away,
Where rocks and woods o'erhang the turbid
stream ;

There gathering triple force, rapid and deep,
105 It boils, and wheels, and foams, and thunders
through.

WINTER TEMPESTS.

Nature! great parent! whose unceasing hand
Rolls round the seasons of the changeful year,
How mighty, how majestic are thy works!
With what a pleasing dread they swell the soul!
110 That sees astonish'd! and astonish'd sings!
Ye too, ye winds! that now begin to blow
With boisterous sweep, I raise my voice to you.
Where are your stores, ye powerful beings! say,
Where your aerial magazines reserved,
115 To swell the brooding terrors of the storm?
In what far distant region of the sky,
Hush'd in deep silence, sleep ye when 'tis calm?
When from the pallid sky the sun descends,
With many a spot that o'er his glaring orb
120 Uncertain wanders, stain'd; red, fiery streaks
Begin to flush around. The reeling clouds
Stagger with dizzy poise, as doubting yet
Which master to obey; while rising slow,
Blank, in the leaden-color'd east, the moon
125 Wears a wan circle round her blunted horns.
Seen through the turbid fluctuating air,
The stars obtuse emit a shiver'd ray;

- Or frequent seem to shoot athwart the gloom,
And long behind them trail the whitening blaze.
- 130 Snatch'd in short eddies, plays the wither'd leaf;
And on the flood the dancing feather floats.
With broaden'd nostrils to the sky upturn'd,
The conscious heifer snuffs the stormy gale.
E'en as the matron, at her nightly task,
- 135 With pensive labor draws the flaxen thread,
The wasted taper and the crackling flame
Foretell the blast. But chief the plummy race,
The tenants of the sky, its changes speak.
Retiring from the downs, where all day long
- 140 They pick'd their scanty fare, a blackening train
Of clamorous rooks thick urge their weary flight,
And seek the closing shelter of the grove.
Assiduous, in his bower, the wailing owl
Plies his sad song. The cormorant on high
- 145 Wheels from the deep, and screams along the
land.
Loud shrieks the soaring hern; and with wild
wing
The circling sea-fowl cleave the flaky clouds.
Ocean, unequal press'd, with broken tide
And blind commotion heaves; while from the
shore
- 150 Eat into caverns by the restless wave,
And forest-rustling mountain, comes a voice

- That solemn sounding bids the world prepare.
Then issues forth the storm with sudden burst,
And hurls the whole precipitated air
155 Down, in a torrent. On the passive main
Descends the ethereal force, and with strong
gust
Turns from its bottom the discolor'd deep.
Through the black night that sits immense
around,
Lash'd into foam, the fierce conflicting brine
160 Seems o'er a thousand raging waves to burn.
Meantime the mountain billows, to the clouds
In dreadful tumult swell'd, surge above surge,
Burst into chaos with tremendous roar,
And anchor'd navies from their stations drive,
165 Wild as the winds across the howling waste
Of mighty waters. Now th' inflated wave
Straining they scale, and now impetuous shoot
Into the secret chambers of the deep,
The wintry Baltic thundering o'er their head.
170 Emerging thence again, before the breath
Of full-exerted heaven, they wing their course,
And dart on distant coasts; if some sharp rock
Or shoal insidious break not their career,
And in loose fragments fling them floating
round.
175 Nor less at land the loosen'd tempest reigns.

- The mountain thunders ; and its sturdy sons
Stoop to the bottom of the rocks they shade.
Lone on the midnight steep, and all aghast,
The dark wayfaring stranger breathless toils,
180 And, often falling, climbs against the blast.
Low waves the rooted forest, vex'd, and sheds
What of its tarnish'd honors yet remain ;
Dash'd down, and scatter'd by the tearing wind's
Assiduous fury, its gigantic limbs.
- 185 Thus struggling through the dissipated grove,
The whirling tempest raves along the plain ;
And on the cottage thatch'd, or lordly roof,
Keen fastening, shakes them to the solid base.
Sleep frightened flies ; and round the rocking
dome,
190 For entrance eager, howls the savage blast.
Then, too, they say, through all the burden'd
air,
Long groans are heard, shrill sounds, and distant
sighs,
That, utter'd by the Demon of the night,
Warn the devoted wretch of woe and death.
- 195 Huge uproar lords it wide. The clouds com-
mix'd
With stars swift gliding sweep along the sky.
All nature reels. Till Nature's King, who oft
Amid tempestuous darkness dwells alone,

And on the wings of the careering wind
200 Walks dreadfully serene, commands a calm ;
Then, straight, air, sea, and earth^{*} are hush'd at
once.

As yet 'tis midnight deep. The weary clouds,
Slow meeting, mingle into solid gloom.
Now, while the drowsy world lies lost in sleep,
205 Let me associate with the serious Night,
And Contemplation, her sedate compeer ;
Let me shake off th' intrusive cares of day,
And lay the meddling senses all aside.

Where now, ye lying vanities of life !
210 Ye ever tempting, ever cheating train !
Where are you now ? and what is your amount ?
Vexation, disappointment, and remorse ;
Sad, sickening thought ! and yet, deluded man,
A scene of crude disjointed visions past,
215 And broken slumbers, rises still resolved,
With new-flush'd hopes to run the giddy round.

Father of light and life ! thou Good Supreme !
O, teach me what is good ! teach me Thyself !
Save me from folly, vanity, and vice,
220 From every low pursuit ! and feed my soul
With knowledge, conscious peace, and virtue
pure ;
Sacred, substantial, never-fading bliss !

SNOW MANTLES THE EARTH : DISTURBS THE COMFORT
OF ANIMALS.

- The keener tempests rise ; and fuming dun
From all the livid east, or piercing north,
225 Thick clouds ascend ; in whose capacious womb
A vapory deluge lies, to snow congeal'd.
Heavy they roll their fleecy world along,
And the sky saddens with the gather'd storm.
Through the hush'd air the whitening shower
descends,
230 At first thin wavering ; till at last the flakes
Fall broad and wide and fast, dimming the day
With a continual flow. The cherish'd fields
Put on their winter robe of purest white.
'Tis brightness all ; save where the new snow
melts
235 Along the mazy current. Low the woods
Bow their hoar head ; and ere the languid sun
Faint from the west emits his evening ray,
Earth's universal face, deep hid, and chill,
Is one wild dazzling waste, that buries wide
240 The works of man. Drooping, the laborer-ox
Stands covered o'er with snow, and then de-
mand
The fruit of all his toil. The fowls of heaven,
Tamed by the cruel season, crowd around

- The winnowing store, and claim the little boon
245 Which Providence assigns them. One alone,
The red-breast, sacred to the household gods,
Wisely regardful of the embroiling sky,
In joyless fields and thorny thickets, leaves
His shivering mates, and pays to trusted man
250 His annual visit. Half afraid, he first
Against the window beats ; then, brisk, alights
On the warm hearth ; then, hopping o'er the
floor,
Eyes all the smiling family askance,
And pecks, and starts, and wonders where he is ;
255 Till, more familiar grown, the table-crumbs
Attract his slender feet. The foodless wilds
Pour forth their brown inhabitants. The hare,
Though timorous of heart, and hard beset
By death in various forms, dark snares, and dogs,
260 And more unpitying men, the garden seeks,
Urged on by fearless want. The bleating kind
Eye the bleak heaven, and next the glistening
earth,
With looks of dumb despair ; then, sad dis-
persed,
Dig for the wither'd herb through heaps of snow.
265 Now, shepherds, to your helpless charge be
kind ;
Baffle the raging year, and fill their pens

With food at will ; lodge them below the storm,
And watch them strict : for from the bellowing
east,

- In this dire season, oft the whirlwind's wing
270 Sweeps up the burden of whole wintry plains
At one wide waft, and o'er the hapless flocks,
Hid in the hollow of two neighboring hills,
The billowy tempest whelms ; till, upward
urged,
The valley to a shining mountain swells,
275 Tipp'd with a wreath high curling in the sky.

THE COTTAGER PERISHING IN A SNOW-STORM.

- As thus the snows arise ; and foul and fierce,
All Winter drives along the darken'd air ;
In his own loose revolving fields, the swain
Disaster'd stands ; sees other hills ascend,
280 Of unknowm joyless brow ; and other scenes
Of horrid prospect, shag the trackless plain :
Nor finds the river, nor the forest hid
Beneath the formless wild ; but wanders on
From hill to dale, still more and more astray ;
285 Impatient flouncing through the drifted heaps.
Stung with the thoughts of home, the thoughts
of home
Rush on his nerves, and call their vigor forth
In many a vain attempt. How sinks his soul !

- What black despair, what horror fills his heart !
290 When for the dusky spot, which fancy feign'd
His tufted cottage rising through the snow,
He meets the roughness of the middle waste,
Far from the track and bless'd abode of man !
While round him night resistless closes fast,
295 And every tempest, howling o'er his head,
Renders the savage wilderness more wild.
Then throng the busy shapes into his mind
Of covered pits, unfathomably deep,
A dire descent ! beyond the power of frost !
300 Of faithless bogs ; of precipices huge,
Smoothed up with snow ; and, what is land,
unknown,
What water, of the still unfrozen spring,
In the loose marsh or solitary lake,
Where the fresh fountain from the bottom boils.
305 These check his fearful steps ; and down he sinks
Beneath the shelter of the shapeless drift,
Thinking o'er all the bitterness of death,
Mix'd with the tender anguish Nature shoots
Through the wrung bosom of the dying man,
310 His wife, his children, and his friends unseen.
In vain for him th' officious wife prepares
The fire fair-blazing, and the vestment warm ;
In vain his little children, peeping out
Into the mingling storm, demand their sire,

- 315 With tears of artless innocence. Alas !
 Nor wife, nor children, more shall he behold,
 Nor friends, nor sacred home. On every nerve
 The deadly Winter seizes ; shuts up sense ;
 And o'er his inmost vitals creeping cold,
 320 Lays him along the snows, a stiffen'd corse,
 Stretch'd out, and bleaching in the northern
 blast.

REFLECTIONS ON HUMAN POVERTY AND WRETCH-
 EDNESS.

- Ah ! little think the gay, licentious proud,
 Whom pleasure, power, and affluence surround ;
 They who their thoughtless hours in giddy
 mirth,
 325 And wanton, often cruel, riot waste ;
 Ah ! little think they, while they dance along,
 How many feel, this very moment, death,
 And all the sad variety of pain :
 How many sink in the devouring flood,
 330 Or more devouring flame ; how many bleed,
 By shameful variance betwixt man and man :
 How many pine in want, and dungeon glooms ;
 Shut from the common air, and common use
 Of their own limbs : how many drink the cup
 335 Of baleful grief, or eat the bitter bread
 Of misery : sore pierced by wintry winds,

- How many shrink into the sordid hut
Of cheerless poverty : how many shake
With all the fiercer tortures of the mind,
340 Unbounded passion, madness, guilt, remorse ;
Whence tumbled headlong from the height of
life,
They furnish matter for the tragic Muse :
E'en in the vale, where Wisdom loves to dwell,
With Friendship, Peace, and Contemplation
join'd,
345 How many, rack'd with honest passions, droop
In deep retired distress : how many stand
Around the death-bed of their dearest friends,
And point the parting anguish. Thought fond
man
Of these, and all the thousand nameless ills,
350 That one incessant struggle render life,
One scene of toil, of suffering, and of fate ;
Vice in his high career would stand appall'd,
And heedless, rambling Impulse learn to think ;
The conscious heart of Charity would warm,
355 And her wide wish, Benevolence dilate ;
The social tear would rise, the social sigh ;
And into clear perfection, gradual bliss,
Refining still, the social passions work.

CRUELITIES OF A BRITISH PRISON IN THE EIGHTEENTH CENTURY.

And here can I forget the generous band,
360 Who, touch'd with human woe, redressive
search'd
Into the horrors of the gloomy jail ;
Unpitied, and unheard, where Misery moans ;
Where Sickness pines ; where Thirst and Hunger
burn,
And poor Misfortune feels the lash of Vice ?
365 While in the land of Liberty, the land
Whose every street and public meeting glow
With open freedom, little tyrants raged ;
Snatch'd the lean morsel from the starving
mouth ;
Tore from cold wintry limbs the tatter'd weed ;
370 E'en robb'd them of the last of comforts, sleep ;
The freeborn Briton to the dungeon chain'd,
Or, as the lust of cruelty prevail'd,
At pleasure mark'd him with inglorious stripes ;
And crush'd out lives, by secret barbarous ways,
375 That for their country would have toil'd or
bled.
O great design ! if executed well,
With patient care, and wisdom-temper'd zeal.
Ye sons of Mercy ! yet resume the search ;
Drag forth the regal monsters into light.

- 380 Wrench from their hands Oppression's iron rod,
And bid the cruel feel the pains they give.
Much still untouch'd remains; in this rank age,
Much is the patriot's weeding hand required.
The toils of law, (what dark insidious men
385 Have cumbrous added to perplex the truth,
And lengthen simple justice into trade,)
How glorious were the day that saw these broke,
And every man within the reach of right!

WOLVES DESCENDING FROM THE ALPS AND APENNINES.

- By wintry famine roused, from all the tract
390 Of horrid mountains, which the shining Alps,
And wavy Apennine, and Pyrenees,
Branch out stupendous into distant lands;
Cruel as death, and hungry as the grave!
Burning for blood! bony, and gaunt, and grim!
395 Assembling wolves in raging troops descend;
And, pouring o'er the country, bear along
Keen as the north-wind sweeps the glossy snow.
All is their prize. They fasten on the steed,
Press him to earth, and pierce his mighty heart.
400 Nor can the bull his awful front defend,
Or shake the murdering savages away.
Rapacious, at the mother's throat they fly,
And tear the screaming infant from her breast.

The godlike face of man avails him naught.

405 E'en beauty, force divine! at whose bright
glance

The generous lion stands in soften'd gaze,
Here bleeds, a hapless, undistinguish'd prey.

But if, apprised of the severe attack,

The country be shut up, lured by the scent,

410 On churchyards drear (inhuman to relate!)

The disappointed prowlers fall, and dig

The shrouded body from the grave; o'er which

Mix'd with foul shades and frightened ghosts, they
howl.

Among those hilly regions, where embraced

415 In peaceful vales the happy Grisons dwell;

Oft, rushing sudden from the loaded cliffs,

Mountains of snow their gathering terrors roll;

From steep to steep, loud thundering down they
come,

A wintry waste, in dire commotion all;

420 And herds, and flocks, and travellers, and
swains,

And sometimes whole brigades of marching
troops,

Or hamlets sleeping in the dead of night,

Are deep between the smothering ruin whelm'd.

THE MIGHTY DEAD OF GREECE.

Now, all amid the rigors of the year,
425 In the wild depth of Winter, while without
The ceaseless winds blow ice, be my retreat
Between the groaning forest and the shore,
Beat by the boundless multitude of waves,
A rural, shelter'd solitary scene ;
430 Where ruddy fire and beaming tapers join
To cheer the gloom. There studious let me sit,
And hold high converse with the mighty dead ;
Sages of ancient time, as gods revered,
As gods beneficent, who bless'd mankind
435 With arts, with arms, and humanized a world.
Roused at the inspiring thought, I throw aside
The long-lived volume ; and, deep musing, hail
The sacred shades, that slowly rising pass
Before my wondering eyes. First Socrates,
440 Who, firmly good in a corrupted state,
Against the rage of tyrants single stood,
Invincible ! calm reason's holy law,
That Voice of God within th' attentive mind,
Obeying, fearless, or in life or death :
445 Great moral teacher ! wisest of mankind !
Solon the next, who built his commonweal
On equity's wide base ; by tender laws
A lively people curbing yet undamp'd,
Preserving still that quick peculiar fire,

- 450 Whence in the laurel'd field of finer arts,
And of bold freedom, they unequall'd shone ;
The pride of smiling Greece and humankind.
Lycurgus then, who bow'd beneath the force
Of strictest discipline, severely wise,
- 455 All human passions. Following him I see,
As at Thermopylæ he glorious fell,
The firm devoted Chief, who proved by deeds
The hardest lesson which the other taught.
Then Aristides lifts his honest front ;
- 460 Spotless of heart, to whom th' unflattering voice
Of freedom gave the noblest name of Just ;
In pure majestic poverty revered ;
Who, e'en his glory to his country's weal
Submitting, swell'd a haughty Rival's fame.
- 465 Rear'd by his care, of softer ray appears
Cimon sweet-soul'd ; whose genius, rising strong,
Shook off the load of young debauch ; abroad,
The scourge of Persian pride ; at home, the
friend
Of every worth and every splendid art ;
- 470 Modest and simple in the pomp of wealth.
Then the last worthies of declining Greece,
Late call'd to glory, in unequal times,
Pensive appear. The fair Corinthian boast,
Timoleon, happy temper ! mild and firm,
- 475 Who wept the brother while the tyrant bled.

- And, equal to the best, the Theban Pair,
Whose virtues, in heroic concord join'd,
Their country raised to freedom, empire, fame.
He too, with whom Athenian honor sunk,
480 And left a mass of sordid lees behind,
Phocion the Good ; in public life severe,
To virtue still inexorably firm.
But when, beneath his low illustrious roof,
Sweet peace and happy wisdom smooth'd his
brow,
485 Not Friendship softer was, nor Love more kind.
And he, the last of old Lycurgus' sons,
The generous victim to that vain attempt,
To save a rotten state, Agis, who saw
E'en Sparta's self to servile avarice sunk.
490 The two Achaian heroes close the train :
Aratus, who awhile relumed the soul
Of fondly lingering liberty in Greece ;
And he, her darling as her latest hope,
The gallant Philopœmen ; who to arms
495 Turn'd the luxurious pomp he could not cure ;
Or toiling on his farm, a simple swain ;
Or, bold and skilful, thundering in the field.

THE GREAT MEN OF ANCIENT ROME.

Of rougher front, a mighty people come !
A race of heroes ! in those virtuous times

500 Which knew no stain, save that with partial
flame

Their dearest country they too fondly loved :
Her better Founder first, the light of Rome,
Numa, who soften'd her rapacious sons :
Servius the king, who laid the solid base

505 On which o'er earth the vast Republic spread.
Then the great Consuls venerable rise :
The public Father who the private quell'd,
As on the dread tribunal sternly sad :
He, whom his thankless country could not lose,

510 Camillus, only vengeful to her foes :
Fabricius, scorner of all-conquering gold ;
And Cincinnatus, awful from the plough ;
Thy willing victim, Carthage, bursting loose
From all that pleading Nature could oppose,
515 From a whole city's tears, by rigid faith
Imperious call'd, and honor's dire command :
Scipio, the gentle chief, humanely brave,
Who soon the race of spotless glory ran,
And, warm in youth, to the poetic shade,

520 With friendship and philosophy, retired :
Tully, whose powerful eloquence a while
Restrain'd the rapid fate of rushing Rome :
Unconquer'd Cato, virtuous in extreme :
And, thou, unhappy Brutus, kind of heart,

525 Whose steady arm, by awful virtue urged,

- Lifted the Roman steel against thy friend.
Thousands besides the tribute of a verse
Demand; but who can count the stars of heaven?
Who sing their influence on this lower world?
- 530 Behold, who yonder comes! in sober state,
Fair, mild, and strong, as is a vernal sun:
'Tis Phoebus' self, or else the Mantuan Swain!
Great Homer too appears, of daring wing,
Parent of Song! and equal, by his side,
- 535 The British Muse: join'd hand in hand they
walk,
Darkling, full up the middle steep to fame.
Nor absent are those shades, whose skilful touch
Pathetic drew th' impassioned heart, and charm'd
Transported Athens with the moral scene;
- 540 Nor those who, tuneful, waked th' enchanting
lyre.
First of your kind! society divine!
Still visit thus my nights, for you reserved,
And mount my soaring soul to thoughts like
yours.
Silence, thou lonely power! the door be thine;
- 545 See on the hallow'd hour that none intrude,
Save a few chosen friends, who sometimes deign
To bless my humble roof, with sense refined,
Learning digested well, exalted faith,
Unstudied wit, and humor ever gay

- 550 Or from the Muses' hill with Pope descend,
To raise the sacred hour, to bid it smile,
And with the social spirit warm the heart?
For though not sweeter his own Homer sings,
Yet is his life the more endearing song.
- 555 Where art thou, Hammond? thou, the darling
pride,
The friend and lover of the tuneful throng!
Ah, why, dear youth, in all the blooming prime
Of vernal genius, where disclosing fast
Each active worth, each manly virtue lay,
- 560 Why wert thou ravished from our hope so soon?
What now avails that noble thirst of fame,
Which stung thy fervent breast? that treasured
store
Of knowledge, early gain'd? that eager zeal
To serve thy country, glowing in the band
- 565 Of youthful patriots, who sustain her name?
What now, alas! that life-diffusing charm
Of sprightly wit? that rapture for the Muse?
That heart of friendship, and that soul of joy,
Which bade with softest light thy virtues smile?
- 570 Ah! only show'd, to check our fond pursuits,
And teach our humble hopes that life is vain!

WINTER EVENING STUDIES AND AMUSEMENTS.

Thus in some deep retirement would I pass

- The Winter glooms, with friends of pliant soul,
Or blithe, or solemn, as the theme inspired :
575 With them would search, if Nature's boundless
frame
Was call'd, late rising from the void of night,
Or sprung eternal from th' Eternal Mind ;
Its life, its laws, its progress, and its end.
Hence larger prospects of the beauteous whole
580 Would, gradual, open on our opening minds ;
And each diffusive harmony unite
In full perfection, to th' astonish'd eye.
Then would we try to scan the moral world,
Which, though to us it seems embroil'd, moves
on
585 In higher order ; fitted and impell'd
By Wisdom's finest hand, and issuing all
In general good. The sage historic Muse
Should next conduct us through the deeps of
time ;
Show us how empire grew, declined, and fell,
590 In scatter'd states ; what makes the nations
smile,
Improves their soil, and gives them double suns ;
And why they pine beneath the brightest skies,
In Nature's richest lap. As thus we talked,
Our hearts would burn within us ; would inhale
595 That portion of divinity, that ray

- Of purest heaven, which lights the public soul
Of patriots and of heroes. But if doom'd,
In powerless humble fortune, to repress
These ardent risings of the kindling soul ;
600 Then, even superior to ambition, we
Would learn the private virtues : how to glide
Through shades and plains, along the smoothest
stream
Of rural life ; or, snatch'd away by hope,
Through the dim spaces of futurity,
605 With earnest eye anticipate those scenes
Of happiness and wonder, where the mind,
In endless growth and infinite ascent,
Rises from state to state, and world to world.
But when with these the serious thought is
foil'd,
610 We, shifting for relief, would play the shapes
Of frolic fancy ; and incessant form
Those rapid pictures, that assembled train
Of fleet ideas, never join'd before,
Whence lively wit excites to gay surprise ;
615 Or folly-painting humor, grave himself,
Calls laughter forth, deep shaking every nerve.
Meantime the village rouses up the fire ;
While well attested, and as well believed,
Heard solemn, goes the goblin story round ;
620 Till superstitious horror creeps o'er all.

Or, frequent in the sounding hall, they wake
The rural gambol. Rustic mirth goes round ;
The simple joke that takes the shepherd's heart,
Easily pleased ; the long loud laugh, sincere ;
625 The kiss, snatch'd hasty from the sidelong maid,
On purpose guardless or pretending sleep ;
The leap, the slap, the haul ; and, shook to
notes
Of native music, the respondent dance.
Thus jocund fleets with them the Winter night.

WINTER EVENING IN THE CITY.

630 The city swarms intense. The public haunt,
Full of each theme, and warm with mix'd dis-
course.
Hums indistinct. The sons of riot flow
Down the loose stream of false enchanted joy
To swift destruction. On the rankled soul
635 The gaming fury falls ; and in one gulf
Of total ruin, honor, virtue, peace,
Friends, families, and fortune, headlong sink.
Up springs the dance along the lighted dome,
Mix'd and evolved a thousand sprightly ways.
640 The glittering court effuses every pomp ;
The circle deepens ; beam'd from gaudy robes,
Tapers, and sparkling gems, and radiant eyes,
A soft effulgence o'er the palace waves :

While, a gay insect in his summer-shine,
645 The fop, light-fluttering, spreads his mealy
wings.

Dread o'er the scene the ghost of Hamlet
stalks ;

Othello rages ; poor Monimia mourns ;

And Belvidera pours her soul in love.

Terror alarms the breast. The comely tear

650 Steals o'er the cheek ; or else the Comic Muse

Holds to the world a picture of itself,

And raises sly the fair impartial laugh.

Sometimes she lifts her strain, and paints the
scenes

Of beauteous life ; whate'er can deck mankind,

655 Or charm the heart in generous Bevil show'd.

O Thou, whose wisdom, solid yet refined,

Whose patriot virtues, and consummate skill

To touch the finer springs that move the world,

Join'd to whate'er the Graces can bestow,

660 And all Apollo's animating fire,

Give thee, with pleasing dignity, to shine

At once the guardian, ornament, and joy

Of polished life ; permit the rural Muse,

O Chesterfield, to grace with thee her song !

665 Ere to the shades again she humbly flies,

Indulge her fond ambition, in thy train,

(For every Muse has in thy train a place,)

To mark thy various, full-accomplished mind ;
To mark that spirit which, with British scorn,
670 Rejects th' allurements of corrupted power ;
That elegant politeness, which excels,
E'en in the judgment of presumptuous France,
The boasted manners of her shining court ;
That wit, the vivid energy of sense,
675 The truth of Nature, which, with Attic point
And kind well-temper'd satire, smoothly keen,
Steals through the soul, and without pain corrects.

Or, rising thence with yet a brighter flame,
O, let me hail thee on some glorious day,
680 When to the listening senate, ardent, crowd
Britannia's sons to hear her pleaded cause,
Then dress'd by thee, more amiably fair,
Truth the soft robe of mild persuasion wears.
Thou to assenting reason giv'st again
685 Her own enlighten'd thoughts ; call'd from the
heart,
Th' obedient passions on thy voice attend ;
And e'en reluctant party feels a while
Thy gracious power ; as through the varied
maze

Of eloquence, now smooth, now quick, now
strong,
690 Profound, and clear, you roll the copious flood.

THE VARIOUS OPERATIONS AND EFFECTS OF FROST.

To thy loved haunt return, my happy Muse ;
For now, behold, the joyous Winter days,
Frosty, succeed ; and through the blue serene,
For sight too fine, th' ethereal nitre flies,
695 Killing infectious damps, and the spent air
Storing afresh with elemental life.
Close crowds the shining atmosphere ; and binds
Our strengthen'd bodies in its cold embrace,
Constringent ; feeds and animates our blood ;
700 Refines our spirits, through the new-strung
nerves
In swifter sallies darting to the brain ;
Where sits the soul, intense, collected, cool,
Bright as the skies, and as the season keen.
All nature feels the renovating force
705 Of Winter, only to the thoughtless eye
In ruin seen. The frost-concocted glebe
Draws in abundant vegetable soul,
And gathers vigor for the coming year.
A stronger glow sits on the lively cheek
710 Of ruddy fire ; and luculent along
The purer rivers flow : their sullen deeps,
Transparent, open to the shepherd's gaze,
And murmur hoarser at the fixing frost.

What art thou, frost? and whence are thy
keen stores

- 715 Derived, thou secret, all-invading power,
Whom e'en th' illusive fluid cannot fly?
Is not thy potent energy, unseen,
Myriads of little salts, or hook'd, or shaped
Like double wedges, and diffused immense
- 720 Through water, earth, and ether? Hence, at eve
Steam'd eager from the red horizon round,
With the fierce rage of Winter deep suffused,
An icy gale, oft shifting, o'er the pool
Breathes a blue film, and in its mid career
- 725 Arrests the bickering stream. The loosen'd ice,
Let down the flood, and half dissolved by day,
Rustles no more; but to the sedgy bank
Fast grows, or gathers round the pointed stone,
A crystal pavement, by the breath of heaven
- 730 Cemented firm; till, seized from shore to shore,
The whole imprison'd river growls below,
Loud rings the frozen earth, and hard reflects
A double noise: while, at his evening watch,
The village dog deters the nightly thief;
- 735 The heifer lows; the distant waterfall
Swells in the breeze; and, with the hasty tread
Of traveller, the hollow-sounding plain,
Shakes from afar. The full-ethereal round,
Infinite worlds disclosing to the view,

- 740 Shines out intensely keen ; and, all one cope
Of starry glitter, glows from pole to pole.
From pole to pole the rigid influence falls,
Through the still night, incessant, heavy, strong,
And seizes Nature fast. It freezes on ;
- 745 Till morn, late rising o'er the drooping world,
Lifts her pale eye, unjoyous. Then appears
The various labor of the silent night :
Prone from the dripping eave, and dumb cascade,
Whose idle torrents only seem to roar,
- 750 The pendent icicle ; the frost-work fair,
Where transient hues and fancied figures rise ;
Wide-spouted o'er the hill, the frozen brook,
A livid tract, cold gleaming on the morn ;
The forest bent beneath the plummy wave ;
- 755 And by the frost refined the whiter snow,
Incrusted hard, and sounding to the tread
Of early shepherd, as he pensive seeks
His pining flock, or from the mountain top,
Pleased with the slippery surface, swift descends.

SPORTS ON THE ICE AND SNOW.

- 760 On blithesome frolics bent, the youthful swains,
While every work of man is laid at rest,
Fond o'er the river crowd, in various sport
And revelry dissolved ; where mixing glad,
Happiest of all the train ! the raptured boy

- 765 Lashes the whirling top. Or, where the Rhine
Branch'd out in many a long canal extends,
From every province swarming, void of care,
Batavia rushes forth : and, as they sweep,
On sounding skates, a thousand different ways,
770 In circling poise, swift as the winds along,
The then gay land is madden'd all to joy.
Nor less the northern courts, wide o'er the snow
Pour a new pomp. Eager on rapid sleds,
Their vigorous youth in bold contention wheel
775 The long resounding course. Meantime to raise
The manly strife, with highly blooming charms,
Flush'd by the season, Scandinavia's dames,
Or Russia's buxom daughters glow around
Pure, quick, and sportful is the wholesome
day :
- 780 But soon elapsed. The horizontal sun,
Broad o'er the south, hangs at his utmost noon,
And, ineffectual, strikes the gelid cliff.
His azure gloss the mountain still maintains,
Nor feels the feeble touch. Perhaps the vale
785 Relents a while to the reflected ray ;
Or from the forest falls the cluster'd snow,
Myriads of gems, that in the waving gleam
Gay twinkle as they scatter. Thick around
Thunders the sport of those who with the gun,
790 And dog impatient bounding at the shot,

Worse than the Season, desolate the fields ;
And, adding to the ruins of the year,
Distress the footed or the feather'd game.

WINTER SCENES IN THE FRIGID ZONE.

But what is this ? our infant Winter sinks
795 Divested of his grandeur, should our eye
Astonish'd shoot into the frigid zone ;
Where, for relentless months, continual night
Holds o'er the glittering waste her starry reign
There, through the prison of unbounded wilds,
800 Barr'd by the hand of Nature from escape,
Wide roams the Russian exile. Naught around
Strikes his sad eye but deserts lost in snow,
And heavy-loaded groves, and solid floods,
That stretch, athwart the solitary vast,
805 Their icy horrors to the frozen main ;
And cheerless towns far distant, never bless'd,
Save when its annual course the caravan
Bends to the golden coast of rich Cathay
With news of humankind. Yet there life glows ;
310 Yet cherish'd there, beneath the shining waste,
The furry nations harbor : tipped with jet,
Fair ermines, spotless as the snows they press ;
Sables, of glossy black ; and dark-embrown'd,
Or beauteous freak'd with many a mingled hue,
815 Thousands besides, the costly pride of courts.

There, warm together press'd, the trooping deer
Sleep on the new-fallen snows; and, scarce his
head

Rais'd o'er the heapy wreath, the branching elk
Lies slumbering sullen in the white abyss.

- 820 The ruthless hunter wants nor dogs nor toils;
Nor with the dread of sounding bows he drives
The fearful, flying race: with ponderous clubs,
As weak against the mountain heaps they push
Their beating breast in vain, and piteous bray,
825 He lays them quivering on the ensanguined
snows,

And with loud shouts rejoicing bears them home,
There through the piny forest, half absorb'd,
Rough tenant of these shades, the shapeless
bear,

With dangling ice all horrid, stalks forlorn.

- 830 Slow-paced, and sourer as the storms increase,
He makes his bed beneath the inclement drift,
And with stern patience, scorning weak com-
plaint,

Hardens his heart against assailing want.

- Wide o'er the spacious regions of the north,
835 That see Bootes urge his tardy wain
A boisterous race, by frosty Caurus pierced,
Who little pleasure know and fear no pain,
Prolific swarm. They once relumed the flame

- Of lost mankind in polish'd slavery sunk ;
840 Drove martial horde on horde, with dreadful
sweep
Resistless rushing o'er the enfeebled south,
And gave the vanquish'd world another form.
Not such the sons of Lapland: wisely they
Despise th' insensate, barbarous trade of war ;
845 They ask no more than simple Nature gives ;
They love their mountains, and enjoy their
storms.
No false desires, no pride-created wants
Disturb the peaceful current of their time,
And through the restless, ever tortured maze
850 Of pleasure or ambition, bid it rage.
Their reindeer form their riches. These their
tents,
Their robes, their beds, and all their homely
wealth
Supply ; their wholesome fare and cheerful cups.
Obsequious at their call the docile tribe
855 Yield to the sled `their necks, and whirl them
swift
O'er hill and dale, heap'd into one expanse
Of marbled snow, as far as eye can sweep,
With a blue crust of ice unbounded glazed.
By dancing meteors then, that ceaseless shake
860 A waving blaze, refracted o'er the heavens,

- And vivid moons, and stars that keener play
With double lustre from the glossy waste,
E'en in the depth of polar night they find
A wondrous day ; enough to light the chase,
865 Or guide their daring steps to Finland fairs.
Wish'd Spring returns ; and from the hazy
south,
While dim Aurora slowly moves before,
The welcome sun, just verging up at first,
By small degrees extends the swelling curve ;
870 Till seen at last for gay rejoicing months,
Still round and round his spiral course he winds,
And as he nearly dips his flaming orb,
Wheels up again, and reascends the sky !
In that glad season, from the lakes and floods,
875 Where pure Niemi's fairy mountains rise,
And fringed with roses Tenglio rolls his stream,
They draw the copious fry. With these, at eve,
They, cheerful loaded, to their tents repair ;
Where, all day long in useful cares employ'd,
880 Their kind, unblemish'd wives the fire prepare.
Thrice happy race ! by poverty secured
From legal plunder and rapacious power ;
In whom fell interest never yet has sown [knew ?
The seeds of vice ; whose spotless swains ne'er
885 Injurious deed ; nor blasted by the breath
Of faithless love, their blooming daughters woe.

THE AWFUL GRANDEUR OF THE POLAR REGIONS.

- Still pressing on, beyond Tornea's lake,
And Hecla flaming through a waste of snow,
And furthest Greenland, to the pole itself,
890 Where, failing gradual, life at length goes out,
The Muse expands her solitary flight ;
And, hovering o'er the wild stupendous scene,
Beholds new seas beneath another sky.
Throned in his palace of cerulean ice,
895 Here Winter holds his unrejoicing court ;
And through his airy hall the loud misrule
Of driving tempest is forever heard :
Here the grim tyrant meditates his wrath ;
Here arms his winds with all-subduing frost ;
900 Moulds his fierce hail, and treasures up his
snows,
With which he now oppresses half the globe.
Thence, winding eastward to the Tartar's
coast,
She sweeps the howling margin of the main ;
Where, undissolving from the first of time,
905 Snows swell on snows amazing to the sky ;
And icy mountains, high on mountains piled,
Seem to the shivering sailor from afar,
Shapeless and white, an atmosphere of clouds,
Projected huge and horrid o'er the surge,
910 Alps frown on Alps ; or, rushing hideous down.

- (As if old Chaos was again return'd,)
Wide rend the deep, and shake the solid pole
Ocean itself no longer can resist
The binding fury ; but in all its rage
915 Of tempest, taken by the boundless frost,
Is many a fathom to the bottom chain'd,
And bid to roar no more : a bleak expanse,
Shagg'd o'er with wavy rocks, cheerless and
void
Of every life, that from the dreary months
920 Flies conscious southward. Miserable they !
Who, here entangled in the gathering ice,
Take their last look of the descending sun ;
While, full of death and fierce with tenfold
frost,
The long, long night, incumbent o'er their heads,
925 Falls horrible. Such was the Briton's fate,
As with first prow (what have not Britons
dared ?)
He for the passage sought, attempted since
So much in vain, and seeming to be shut
By jealous nature with eternal bars.
930 In these fell regions in Arzina caught,
And to the stony deep his idle ship
Immediate seal'd, he with his hapless crew,
Each full exerted at his several task,
Froze into statues ; to the cordage glued

935 The sailor, and the pilot to the helm.

Hard by these shores, where scarce his freezing
stream

Rolls the wild Oby, live the last of men ;
And, half enliven'd by the distant sun,
That rears and ripens man as well as plants,

940 Here human Nature wears its rudest form.

Deep from the piercing season sunk in caves,
Here by dull fires, and with unjoyous cheer,
They waste the tedious gloom. Immersed in
furs,

Doze the gross race. Nor sprightly jest, nor
song,

945 Nor tenderness they know ; nor aught of life

Beyond the kindred bears that stalk without ;
Till morn at length, her roses drooping all,
Sheds a long twilight brightening o'er their
field,

And calls the quivered savage to the chase.

PETER THE GREAT, OF RUSSIA.

950 What cannot active government perform,
New moulding man ? Wide stretching from
these shores,

A people savage from remotest time,
A huge neglected empire, one vast mind,

By heaven inspired, from Gothic darkness
call'd.

955 Immortal Peter ! first of monarchs ! he
His stubborn country tamed ; her rocks, her
fens,

Her floods, her seas, her ill-submitting sons ;
And while the fierce barbarian he subdued,
To more exalted soul he raised the man.

960 Ye shades of ancient heroes, ye who toil'd
Through long, successive ages to build up
A laboring plan of state, behold at once
The wonder done ! behold the matchless prince !
Who left his native throne, where reign'd till
then

965 A mighty shadow of unreal power ;
Who greatly spurn'd the slothful pomp of
courts ;

And roaming every land, in every port
His sceptre laid aside, with glorious hand
Unwearied plying the mechanic tool,

970 Gather'd the seeds of trade, of useful arts,
Of civil wisdom, and of martial skill.
Charged with the stores of Europe, home he
goes !

Then cities rise amid th' illumined waste ;
O'er joyless deserts smiles the rural reign ;

975 Far distant flood to flood is social join'd ;

- Th' astonish'd Euxine hears the Baltic roar ;
 Proud navies ride on seas that never foam'd
 With daring keel before ; and armies stretch
 Each way their dazzling files, repressing here
 980 The frantic Alexander of the North,
 And awing their stern Othman's shrinking sons.
 Sloth flies the land, and ignorance and vice,
 Of old dishonor proud. It glows around,
 Taught by the Royal Hand that roused the
 whole,
 985 One scene of arts, of arms, of rising trade :
 For what his wisdom plann'd, and power en-
 forced,
 More potent still, his great example show'd.

FROST SUCCEEDED BY A THAW.

- Muttering, the winds at eve, with blunted
 point,
 Blow hollow blustering from the south. Sub-
 dued,
 990 The frost resolves into a trickling thaw.
 Spotted the mountains shine ; loose sleet de-
 scends,
 And floods the country round. The rivers swell,
 Of bonds impatient. Sudden from the hills,
 O'er rocks and woods, in broad, brown cataracts,
 995 A thousand snow-fed torrents shoot at once ;

And, where they rush, the wide-resounding
plain

Is left one slimy waste. Those sullen seas,
That wash'd th' ungenial pole, will rest no more
Beneath the shackles of the mighty north ;

1000 But, rousing all their waves, resistless heave.

And hark ! the lengthening roar continuous
runs

Athwart the rifted deep ; at once it bursts,
And piles a thousand mountains to the clouds.
Ill fares the bark, with trembling wretches
charged,

1005 That, toss'd amid the floating fragments, moors
Beneath the shelter of an icy isle ;

While night o'erwhelms the sea, and horror
looks

More horrible. Can human force endure
Th' assembled mischiefs that besiege them
round :

1010 Heart-gnawing hunger, fainting weariness,
The roar of winds and waves, the crush of ice,
Now ceasing, now renew'd with louder rage,
And in dire echoes bellowing round the main ?
More to embroil the deep, Leviathan,

1015 And his unwieldy train, in dreadful sport,
Tempest the loosen'd brine ; while through the
gloom,

Far from the bleak, inhospitable shore,
 Loading the winds, is heard the hungry howl
 Of famish'd monsters, there awaiting wrecks.

- 1020 Yet Providence, that ever-waking Eye,
 Looks down with pity on the feeble toil
 Of mortals, lost to hope, and lights them safe,
 Through all this dreary labyrinth of fate.

THE SEASONS A PICTURE OF HUMAN LIFE.

'Tis done! dread Winter spreads his latest
 glooms,

- 1025 And reigns tremendous o'er the conquer'd year.
 How dead the vegetable kingdom lies!
 How dumb the tuneful! Horror wide extends
 His desolate domain. Behold, fond man!
 See here thy pictured life: Pass some few years,
 1030 Thy flowering Spring, thy Summer's ardent
 strength,
 Thy sober Autumn fading into age,
 And pale concluding Winter comes at last,
 And shuts the scene. Ah! whither now are
 fled

- Those dreams of greatness? those unsolid hopes
 1035 Of happiness? those longings after fame?
 Those restless cares? those busy, bustling days?
 Those gay-spent, festive nights? those veering
 thoughts,

- Lost between good and ill, that shared thy life?
All now are vanish'd! Virtue sole survives,
1040 Immortal, never-failing friend of man,
His guide to happiness on high. And see!
'Tis come, the glorious morn! the second birth
Of heaven and earth! Awakening Nature hears
The new-creating word, and starts to life,
1045 In every heighten'd form, from pain and death
Forever free. The great eternal scheme,
Involving all, and in a perfect whole
Uniting, as the prospect wider spreads,
To reason's eye refined clears up apace.
1050 Ye vainly wise! ye blind presumptuous! now,
Confounded in the dust, adore that Power
And Wisdom oft arraign'd: see now the cause,
Why unassuming worth in secret lived,
And died neglected; why the good man's share
1055 In life was gall and bitterness of soul;
Why the lone widow and her orphans pined
In starving solitude, while Luxury,
In palaces, lay straining her low thought,
To form unreal wants; why heaven-born Truth
1060 And Moderation fair, wore the red marks
Of Superstition's scourge; why licensed Pain,
That cruel spoiler, that embosom'd foe,
Embitter'd all our bliss. Ye good distress'd!
Ye noble few! who here unbending stand

1065 Beneath life's pressure, yet bear up a while,
And what your bounded view, which only saw
A little part deem'd evil, is no more :
The storms of Wintry Time will quickly pass,
And one unbounded Spring encircle all.

THE END.

NATIONAL SERIES
OF
STANDARD SCHOOL BOOKS.

ANALYSIS
OF
THE ENGLISH SENTENCE.
BY A. S. WELCH,
PRINCIPAL OF THE MICHIGAN STATE NORMAL SCHOOL.

A. S. BARNES & COMPANY, Publishers, 51 John Street, New York, are happy in being able to announce to Teachers and the Educational Public, that this new and advanced work on Grammar has just been issued from their press, forming a valuable addition to their truly "NATIONAL SERIES."

Many of its prominent features have been presented by lectures to Teachers' Institutes, and unanimously approved. The classification, founded upon the fact that there are but three elements in the language, is very simple, and, in many respects, new. The method of disposing of connectives is entirely new. The author has endeavored to study the language *as it is*, and to analyze it without the aid of antiquated rules. This system is intended for pupils who are already acquainted with the elements of English grammar.

*From Hon. IRA MAYHEW, Superintendent of Public Instruction,
Michigan.*

Of the merits of "Welch's English Sentence" I cannot confidently speak, not having had leisure thoroughly to examine the work. But Prof. Welch having delivered a course of lectures on English Grammar before a series of Teachers' Institutes in this

State, under my supervision, *before* the publication of the work referred to, and again before another series of Institutes, *since* its publication, I can speak, in terms of strong approval, of the pertinency and fitness of his services on these occasions; and I would hence infer that his work cannot fail to be very valuable.

IRA MAYHEW.

ALBION, *Michigan*, October 22d, 1855.

From the February No. of the MICHIGAN JOURNAL OF EDUCATION—
Prof. J. M. GREGORY, Editor.

No work on English Grammar hitherto published has met our mind like this. Its analysis of the elemental parts and relations of the English sentence is severe and exhaustive. The idioms and constructive laws of the language are clearly explained, and there seems scarcely an inch of the ground that the author has not measured and described. Indeed, one cannot read the book without a feeling that he is following the lead of an intellect that has thoroughly explored every step of the way. The book was laboriously thought out by one who never rests satisfied but with positive and proven truth. We propose to give some more detailed statement of whatever is peculiar in its views in another number.

On the whole, the book is a noble contribution to philological science, and we return the author our hearty thanks. Its general use in the school-room will tend much to a correct knowledge and use of our vernacular.

From J. R. BOISE, A.M., Professor of the Latin and Greek Languages in the University of Michigan.

This work belongs to a new era in the grammatical study of our own language. Although accurate scholars have long been in the habit of analyzing the Latin and Greek languages, yet they have seldom applied the same processes with equal care to the study of English. The result has been, that our ordinary treatises on the grammar of our language have been exceedingly unsatisfactory and unphilosophical. The old method of "parsing," as

we tried to learn it in our school-boy days, was little better than a game of chance; and the first rays of light which ever pierced the darkness and disclosed to us anything of philosophy in the structure of language, beamed from the pages of the Latin grammar. The deficiency of which we had so much reason to complain no longer exists. Already several works on the structure of the English language, of a more philosophical character, have been published. It is not to our present purpose to speak of them particularly, or to compare them with the work before us. We hazard nothing, however, in expressing the opinion, that for severe, searching, and exhaustive analysis, the work of Professor Welch is second to none of them. His book is not intended for beginners, but only for advanced students, and by such only will it be understood and appreciated. Indeed, we fear that many who consider themselves "advanced students," and possibly some who are engaged as teachers, may not like so much study as this book will require of them: but we take the liberty of suggesting a fact which is not quite new, that the world does not stand still, and teachers above all other men can ill afford to lie on their oars. Those who are either too indolent or too ignorant to master the principles of this book, will soon find themselves unable to meet the demands which will be made on the teachers of Michigan.

In conclusion, we venture to predict that Professor Welch's book, though a small and unpretending volume, will make its mark, not on the sand, but where it will be seen long hence.

J. R. BOISE.

University of Michigan, May 7th, 1855.

BOARD OF EDUCATION, DETROIT.

The following is from the proceedings of the *Board of Education* of Detroit, as reported in the *Free Press* of April 27th, 1855.

The Committee on Teachers and School Books, Messrs. Duffield, Byram and Wadleigh, reported that they had examined a late work called the "English Sentence," by Professor Welch, of Ypsilanti, which is a very superior analysis of the various principles of English grammar, and a book well calculated to promote a

more thorough knowledge of the English tongue than that derivable from the ordinary grammars heretofore adopted by the Board and used in our schools. They therefore recommended that said book be placed on the list of text-books for the schools, and that the Committee on Teachers and Schools be authorized to introduce said book into such of our schools, and on such terms, as they may deem best. Adopted.

From Professor ALFRED STEBBINS, A.M., Principal of the Young Men's Academy, Monroe, Michigan.

The *English Sentence*. By A. S. WELCH, A.M.—Prof. Welch has conferred a great benefit upon the cause of Education by presenting so full, so scientific, and, therefore, so simple an “Analysis of the English Sentence.” It must be gratifying to every lover of science to see such teachings as those of the “Analysis” substituted for the silly jargon under the old order of things—the pointing out of relations and offices substituted for the mere enumeration of genders, cases, &c.

ALFRED STEBBINS.

MONROE, *May 4th*, 1854.

From Professor E. L. RIPLEY, A.M., Principal of the Jackson Union School.

MESSRS. A. S. BARNES & Co.—I have had, for the last three months, a large class in “*Welch's Analysis of the English Sentence*.” Judging from the progress which the class have made in a philosophical knowledge of the English language, as well as from a personal examination of the work, I am prepared to recommend it to all those who would become thoroughly acquainted with their mother tongue.

E. L. RIPLEY.

JACKSON, *March 20th*, 1855.

Testimonial from DR. D. CLARK, President Flint Scientific Institute ; DR. M. MILES, Librarian Scientific Institute ; PROF. M. B. BEALES, Principal Union School.

The *Analysis of the English Sentence*, by Prof. Welch, in our opinion, occupies a very high position in developing the structure

of our language upon philosophical principles ; and for its clear and rigid analysis it has no superior.

D. CLARK,
M. MILES,
M. B. BEALES.

FLINT, *October 29th*, 1855.

From Professor E. J. BOYD, A. M., Principal of Young Ladies' Seminary, Monroe, Michigan.

I have examined "Welch's Analysis of the English Sentence" with considerable attention, and take pleasure in saying, that the work appears to me to be characterized in a very high degree by a thorough and scientific spirit. There is a philosophic clearness in the arrangement and statement of its grammatical principles.

The analysis of sentences is admirable, and a valuable improvement upon the old plan. I like its change in phraseology. I do not hesitate in saying that the work is an admirable one, and I think we shall introduce it into this institution next term.

E. J. BOYD.

MONROE, *May 24*, 1855

From Professor E. W. CHESEBRO, A. M., Principal of the Grand Rapids Union School, and Assistant Teachers.

We, the subscribers, teachers of Grand Rapids, Mich., having examined Professor Welch's new work, entitled the "English Sentence," would say that we have been much pleased in its perusal, and believe that the author has earned the lasting gratitude of the rising generation in so successfully diverting our befogged language from the clouds and mists with which it has been enveloped by our standard grammarians. We cannot but wish it an extensive introduction into all our schools.

E. W. CHESEBRO,
WM. RICE,
M. S. LITTLEFIELD,

CAROLINE B. THOMPSON,
PHEBE S. THORNE,
CATHARINE McVEAU.

From H. OLCOTT, Principal Capitol School, Detroit, Michigan.

DETROIT, May 14, 1855.

I have examined a copy of "The English Sentence," by Professor Welch, of the Normal School, and do not hesitate to pronounce it a superior work. The definitions are clear and exact, and the analysis philosophical. Every portion of the work affords evidence of laborious research, and the author's thorough practical knowledge of the English language. I think the work justly merits its rapidly increasing popularity, and should be more generally found with teachers and advanced classes.

H. OLCOTT.

From Professor J. C. COCHRAN, Principal of Clarkston Academy, Clarkston, Michigan.

CLARKSTON, February 1, 1855.

B. B. NORTHROP, Esq.

SIR :—I have just finished a critical examination of "The English Sentence," by Professor A. S. Welch, of the State Normal School, and must say, that its equal I have never seen. Under the skilful hand of the author, the science of grammar has been effectually cleared of its numerous redundancies and useless intricacies, while the student is led by a plain way to understand the true genius of our language with a clearness of apprehension hitherto unparalleled in the progress of science.

The work cannot fail to secure the favor of every intelligent and unprejudiced teacher, and also to become *the text-book* of grammar in the advanced classes of all those institutions where the *development of mind* is made the grand object and end of *all study*.

J. C. COCHRAN.

From Professor A. M. KEELER, Principal Disco Academy, Disco, Macomb Co., Mich.

Professor Welch's Analysis is a happy effort in the direction of practical reform; its simplicity, adaptation, and comprehensiveness, promise extensive popularity, and make it indispensable to teachers.

A. M. KEELER.

From the Michigan Christian Herald. REV. G. W. HARRIS, *Editor.*
 ANALYSIS OF THE ENGLISH SENTENCE, designed for the advanced
 classes in English Grammar. By A. S. WELCH, A. M., Princi-
 pal of Michigan State Normal School. New York: A. S.
 Barnes & Co.

The object of Professor Welch here is to contribute to a more philosophical study of the English language. He has not only, professedly, subjected the English sentence to a more philosophical analysis, but made the analysis a more important agency in the process of mental development. It also introduces important changes in the classification and nomenclature of the old grammars. We have not had time for the examination we should wish, in order to express a decided opinion of its merits; but have indicated its existence, and something of its character, for the purpose of calling to it the attention of teachers. Professor Welch is known as one of the most capable and successful instructors in the West; and his views on such a subject will at least commend themselves to the careful scrutiny of literary men.

From REV. H. H. NORTHROP, A. M., *Regent of the University of Michigan.*

FLINT, October 31, 1855.

PROF. A. S. WELCH.

DEAR SIR:—Permit me to express my high opinion of your "Analysis of the English Sentence," a copy of which was received a few weeks since. I deem your work the most thorough, logical and complete analysis of our language yet published. No one can carefully examine it and compare it with the most popular grammars twenty years ago, without being satisfied that a great advance has been made in the study of the English language.

If I am not altogether in error, your Analysis will do much to aid the student in rapidly attaining a thorough acquaintance with his mother tongue. A study, the dread of every youth, has been made both intelligent and delightful. I trust the attention of educators, generally, will soon be turned to the excellencies of your work. Truly yours, &c.,

H. H. NORTHROP.

From the DETROIT DAILY DEMOCRAT.

THE ENGLISH SENTENCE.—It is difficult to judge of the intrinsic and practical merits of a grammatical treatise, from a mere cursory examination, such only as we have been able to give the work now before us ; but knowing as we do the eminent success which has attended the instructions of the author, and having on one or two occasions witnessed the operation of the system here so fully explained under his own teaching, we do not hesitate to welcome this volume as a most valuable aid, both to teachers and students of that difficult science.

The above treatise, as stated in the preface, is designed to follow Clark's New English Grammar, one of the most unexceptionable now in use. It should not merely follow, but go with it, especially in every teacher's hand ; as a more full and thorough underseanding of the philosophy of language, and of the method of analysis, are absolute necessities to instructors, if they would create in the minds of their pupils a love for this hitherto unattractive study. There are some, even among experienced teachers, who doubt that grammar ever can be made a subject of interest to the young ; let such study and put in practice the analytic system, and, if possible, attend at least one session of the State Teachers' Institute, or put themselves for one term under the tuition of teachers who do understand and practice it ; they will soon see what a subject of absorbing interest even grammar may become.

This breaking in of the old nomenclature, and searching out relations understandingly, instead of repeating words by rote and blindly applying incomprehensible rules, is what has done the work wherever it has been done ; and the sooner both teachers and pupils universally lay aside the letter for the spirit of the text, the better. Mr. Welch's treatise on the Analysis of the English Sentence will go far to aid them in doing this, and we heartily commend it to the careful study of all who desire to gain a more intimate knowledge of the construction of the English language.

From the DAILY TRIBUNE.

ANALYSIS OF THE ENGLISH SENTENCE—*designed for advanced classes in English Grammar. By A. S. WELCH, A.M., Principal of Michigan State Normal School. New York, A. S. Barnes & Co.*

We have just received the above work from the publishers. We have had time to bestow only a cursory examination upon the work, and would not be enabled to express a decided opinion as to its merits. But the name of Prof. Welch is a sufficient guaranty of its excellence and adaptation to the existing wants of scholars in this branch. His reputation is established among the educators of our State, as one of the foremost among their number, so that we may with confidence recommend any work that comes from his pen.

From the GENESEE WHIG, Flint, Michigan.

ANALYSIS OF THE ENGLISH SENTENCE, BY A. S. WELCH, A.M., *Principal of Michigan State Normal School.*—This is an advanced work, designed for higher classes in Academies and Normal Schools. Prof. Welch has brought to the task he has undertaken a keen and cultivated intellect, large experience, and a full sense of the importance of establishing a more philosophical system for the study of our language. That his work will be successful, we cannot doubt. Rev. S. Seager, of the Genesee Wesleyan Seminary, N. Y., says of it: "The 'English Sentence' is now before me, and I am highly pleased with it, and shall make good use of it. It is a *model book* of its kind, and will be popular."

From the DETROIT DAILY ADVERTISER.

THE ENGLISH SENTENCE — *By A. S. WELCH, Principal of the Michigan State Normal School, at Ypsilanti. Published by A. S. Barnes & Co., New York.*

The name of this book gives a concise statement of its character. It is designed to follow Clark's Grammar, in order that the student may rid himself of the trammels of old formulas, and learn to think for himself what relations different words, clauses, and sentences sustain to each other. Such a work has long been needed,

and we are happy to announce it from the hand of one of our citizens. Mr. Welch has attained an enviable notoriety as a teacher, and knows the wants of the students so well that with but slight examination we do not hesitate to recommend his book to all teachers and students.

From the DETROIT DAILY FREE PRESS.

THE ENGLISH SENTENCE. BY A. S. WELCH, *Principal of the Michigan State Normal School*.—We have received from the Publishers, A. S. BARNES & Co., this treatise, which is designed as a continuation of Clark's New Grammar. It has received the sanction of numerous State Institutes, and has been subjected to thorough trial as a text-book in the advanced classes of our own Normal School. The philosophy of language has been but recently developed. To the student of Murray and Kirkham, no latent meaning was couched under the dry formulas and rules which they mechanically committed to memory. The more enlightened grammarians of the present day endeavor to render the systematic analysis of the English sentence a means of development. This end is attained by a more simple and just classification, and frequently by a more rational nomenclature. We are confident that this work, which is the result of the practical experiments of an accomplished philologist, will be duly appreciated by the teachers in our common schools and seminaries.

From the KALAMAZOO TELEGRAPH, Kalamazoo, Michigan.

THE ENGLISH SENTENCE. — This is the title of a work just issued from the house of A. S. Barnes & Co., New York, and written by A. S. Welch, A. M., Principal of the Michigan State Normal School. It is designed to carry the student of the English language from his elementary work up to the philosophy—the *rationale*—of the science; teach him strictly to analyze the structure of the English sentence, and once putting him in possession of the fundamental principles of our language, he can trace out for himself the superstructure, detect innovations, and recognize every modification it has undergone since the Conquest. With

this book, and perhaps as a *suggestive* field of investigation, "Diversions of Purley," the student can soon make himself master of this all-important Science and Art.

From the MICHIGAN ARGUS, Ann Arbor.

THE ENGLISH SENTENCE. — We have received a copy of the above work. From the examination which we have given it, we do not hesitate to say that it deserves, and we doubt not will *command* the attention of educators. The author, Prof. Welch, Principal of our State Normal School, has long been known not only as a critical student, but also as a successful teacher of the philosophy of the English language.

From the NEW YORK EXPRESS.

"The writer of the book before us, from his associations as a tutor and the course of his former studies in the attainment of his degrees, is presented to us in a light the most favorable for the emanation of a work on grammatical structure and analysis; add to which the consultation of and access to the best writers on the subject undertaken, and we may, with propriety, look for a useful and perfect work. We have attentively perused the volume, and were much pleased at the simplicity of style with which the various truths are set forth, in place of the antiquated nomenclature and numberless rules which in former times were found so difficult to surmount in the study of the written and spoken language of our country. Old formulas are totally banished, while the philosophy of language has been exemplified."

From REV. S. SEAGER, Principal of Genesee Wesleyan Seminary, N. Y.

"Welch's English Sentence I am highly pleased with, and shall make good use of it. It is a *model book* of its kind, and will be popular."

RECOMMENDATIONS.

KAMES'S ELEMENTS OF CRITICISM.

REVISED, WITH OMISSIONS, ADDITIONS, AND A NEW ANALYSIS,

BY PROFESSOR J. R. BOYD.

Designed for Academies, Colleges, and Private Reading.

The above work is not an abridgment of Kames, but embraces the entire work, with the exception only of those portions which every instructor and intelligent reader must regard as blemishes, or consider useless, while large additions have been made, from recent and valuable sources, to render more complete and satisfactory the incomparable treatise (as here presented) of this highly talented and justly distinguished author.

From DR. NOTT, President of Union College, N. Y.

Having recently seen a volume of "Kames's Elements of Criticism," revised, with omissions and additions, and a new analysis, it gives me pleasure to add my testimony to the merits of the volume. Though not agreeing with Kames in all the principles he assumes, or in all the arguments he adduces, his Elements are, as a whole, too well known, and too highly esteemed to need my commendation. The most valuable parts of these Elements have been preserved, and the arrangement greatly improved in this single volume of Mr. Boyd's. Much of what has been omitted could be spared without material injury, and much of what has been added is very valuable.

On the whole, I can cheerfully commend this volume to the public, and hope that the Editor may receive a deserved and liberal requital for his labors.

(Signed) ELIPH'T NOTT.

Union College, June, 1855.

From the NEW YORK EVANGELIST.

KAMES'S ELEMENTS.—Prof. Boyd, well known by his annotated editions of the standard poets, has prepared an edition of this admirable treatise on criticism, for the use of schools. The peculiarities of this edition are, that some of the long and irrelevant ex-

tracts, particularly those in foreign tongues, have been omitted, and the space supplied by quotations from other critical and rhetorical writers, bearing upon the discussed topics. The appendix, also, of the old work, has been brought forward and placed, as it should be, with the introductory matter. Other corrections are made, which adapt the work for present use, and clip off its excrescences. We have always placed a high estimate upon this work. It is more complete, philosophical and useful than any similar treatise in the language; and though somewhat verbose and grandiose, it is still worthy of a place in the school-room. Teachers who appreciate its worth will thank Prof. Boyd for the decided improvements he has made in it. (A. S. Barnes & Co.)

From the COMMERCIAL REVIEW.

This is one of the few educational works that have come down to us from the middle of the last century, still holding a high rank even amid the daring innovations of American progressiveness on the routine of college studies. The titled author of George the Third's reign is still engaged in refining the taste of *our* youth in respect to the beauties of art and of nature. The "Elements" possess so much of intrinsic merit that we are glad to see them better fitted for a class-book by the hand of the able editor of this edition. Some of the quotations, which a higher state of refinement has made objectionable, have been omitted, and a decided improvement will be observed in the arrangement, while a large amount of valuable matter has been introduced, carefully selected from modern authors on subjects treated more accurately and philosophically than was possible in Lord Kames's day.

The merits of this edition will do much to extend the usefulness of a valuable book, very extensively studied now, but deserving a still wider range.

CLARK'S GRAMMATICAL WORKS.

Clark's First Lessons in English Grammar	<i>in press.</i>
Clark's Analysis of the English Language.....	\$0 37½
Clark's New English Grammar	0 56
Clark's Etymological Chart	2 00

CLARK'S ANALYSIS OF THE ENGLISH LANGUAGE,

WITH A COMPLETE CLASSIFICATION OF

Sentences and Phrases, according to their Grammatical Structure

In this work the Author designs to show what the Language is to investigate the theory of "Sentence making;" to determine what are elements in a sentence, and what are not; to distinguish proximate from ultimate elements; to classify sentences according to their forms, &c.

From W. H. DEPUY, Genesee Wesleyan Seminary, N. Y.

"We are using 'Clark's Analysis' to the great *interest* and *advantage* of our classes. Several members of the Teachers' Department have introduced it as a text-book in their winter schools, and without exception give it their hearty approval."

From J. C. DONALDSON, Westfield Academy, N. Y.

"Clark's Analysis has proved itself to be all it claims—a thorough and complete analysis of the English sentence."

CLARK'S ENGLISH GRAMMAR,

REVISED AND ENLARGED EDITION,

Is one of the best works of the kind ever brought before the public. It needs only a careful examination by Teachers and those interested in educational matters, to secure its general introduction into our schools. It is the text-book recommended by the State Superintendents of Michigan, Illinois and Missouri. Those who have used the former editions of this work should take the earliest opportunity to examine the revised edition.

SCIENCE OF THE ENGLISH LANGUAGE, BY S. W. CLARK, *Principal of Homer Academy.*

We cannot better set forth the merits of this work than by quoting a part of a communication from Professor F. S. JEWELL, of the NEW YORK STATE NORMAL SCHOOL, in which school this Grammar is now used as the text-book on this subject :

" Clark's system of Grammar is worthy of the marked attention of the friends of education. Its points of excellence are of the most decided character, and will not soon be surpassed. Among them are :

" 1st. The justness of its ground principle of classification. There is no simple, philosophical, and *practical* classification of the elements of language, other than that built on their *use or office*. Our tendencies hitherto to follow the analogies of the classical languages, and classify extensively according to forms, have been mischievous and absurd. It is time we corrected them.

" 2d. Its thorough and yet simple and transparent analysis of the elements of the language according to its ground principle. Without such an analysis no broad and comprehensive view of the structure and power of the language can be attained. The absence of this analysis has hitherto precipitated the study of Grammar upon a surface of dry details and bare authorities, and useless technicalities.

" 3d. Its happy method of illustrating the relations of elements by diagrams. These, however uncouth they may appear to the novice, are really simple and philosophical. Of their utility there can be no question. It is supported by the usage of other sciences, and has been demonstrated by experience in this.

" 4th. The tendency of the system, when rightly taught and faithfully carried out, to cultivate habits of nice discrimination and close reasoning, together with skill in illustrating truth. In this it is not excelled by any, unless it be the mathematical sciences, and even there it has this advantage, that it deals with elements more within the present grasp of the intellect. On this point I speak advisedly.

" 5th. The system is thoroughly progressive and practical, and

as such American in its character. It does not adhere to old usages, merely because they are venerably musty; and yet it does not discard things merely because they are old, or are in unimportant minutiae not prudishly perfect. It does not overlook details and technicalities, nor does it allow them to interfere with plain philosophy or practical utility.

"Let any clear-headed, independent-minded teacher master the system, and then give it a fair trial, and there will be no doubt as to his testimony."

Of the revised edition, Professor Jewell remarks:

NEW YORK STATE NORMAL SCHOOL, }
ALBANY, May 9, 1855. }

"I have carefully examined the *revised edition* of Clark's Grammar. No comparison can be instituted between it and the preceding one. It is infinitely superior in every respect. I have no hesitation in recommending it."

CLARK'S ETYMOLOGICAL CHART.

It is 44 inches in diameter, mounted, and can be suspended to the wall, around which the reciting class may be gathered, each pupil having his attention directed to the same thing at the same time. This Chart presents at one view the entire Etymology of the English Language. It is useful in reviews and Etymological parsing.

A host of teachers have expressed their preference for Clark's system of English Grammar, and his method of teaching this important branch of study by the use of diagrams

BROOKFIELD'S FIRST BOOK IN COMPOSITION,

ON AN ENTIRE NEW PLAN.

This little work is an attempt to furnish a text-book in this department, adapted to the wants of beginners. Subjects have been selected upon which the thoughts of all children exercise themselves spontaneously; and an outline of each given in the form of

a series of questions. This form has been chosen upon the principle that, in answering a question, the mind is forced to take an attitude of the highest activity. It also possesses the advantage of leading the child to express his thoughts in writing in the same manner as in conversation. It is hoped that the above work may save many hours of fruitless effort to the child, and that what is generally considered an unpleasant *task*, may be rendered a pleasing and profitable exercise.

From the BOSTON TRAVELLER.

FIRST BOOK IN COMPOSITION.—We like the idea on which this little book is founded, and that the very simplest lessons only in the construction of sentences should at first be presented to a pupil in commencing his studies of composition. The old method of laying before school-boys essays and argumentative discourses fit only for the maturest reason, reverses the natural order of things; and thus what might at all times be a delightful and profitable study for youth is rendered distasteful. The evil arises from ignoring the great truth that *style* should rather be cultivated than inculcated—and that it is something which should “grow with the growth and strengthen with the strength,” as one after another the faculties become developed and duly balanced.

From the NEW YORK TIMES.

This little book ought to be in every School of the city. No more original, simple, and yet philosophical school-book for children has appeared for years. In the most childlike mode, it teaches the principles which really should govern all style; first to lead the mind to observe, and then to give *its own names* to its own objects of thought. Not, for instance, to call a brook “purling,” or the grass “vernal,” or a flower “lovely,” merely because the books do, but to give each the name which the child would naturally fix upon it; going on the principle “that style is something which must grow with the growth, and strengthen with the strength”—a natural out-growth of the mind. The plan in this treatise, is first to present simple subjects, in which all chil-

dren are interested, then on each one to call out their thoughts by questions. These subjects are generally connected with natural scenes, as one of the author's objects is "to lead the child to look upon Nature with something of an artist's eye." The whole is exceedingly ingeniously and interestingly done: and the purpose of the book cannot be better stated than in the author's own words, "to lead the child to Nature, as to an ever-living source of Thought; to awaken and cultivate his Perceptions; to teach him to express those perceptions, not in the style of a Scott or an Irving, but in his own simple and often beautiful language."

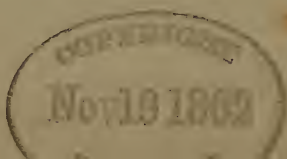
From the NEW YORK INDEPENDENT.

It cultivates his observing faculties, and leads them up step by step from the simplest objects which the child deals with, to the more fine and beautiful features of nature. The writer's object is to lead the child, so far as he is capable, "to look upon the varied scenes of nature with something of an artist's eye." We believe such a system is equally adapted to all ages. To make people *put their own words to their own definite thoughts*, that is the secret of it; and in this book, to set the child thinking first, by making him observe.

From P. ROUGET, Principal of Public School No. 10.

BROOKLYN, Oct. 2d, 1855.

The author evidently understands the difficulties under which the tyro in composition labors; and by a judicious selection of subjects, and a happy treatment of these subjects by means of a few leading questions, draws forth the youthful mind, and teaches it to think methodically and arrange the expression of its thoughts. He does not write out a subject, and omit here and there a few words which the scholar is to supply; nor does he merely state the subject and leave the pupil to compose thereon; but adopts the true course which lies between the two. This little manual must prove very useful in this important branch of education, and I hope it will soon be adopted by the Brooklyn Board of Education. I cannot speak too highly of its merits and its adaptation to the wants of our schools.



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